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ABSTRACT

Step-by-step directions instruct primary and elementary level resource teachers, classroom teachers, and aides who provide direct instruction to students about how to meet the individual mathematics learning needs of Oregon migrant children (9,797 eligible in 1980-81) through the technique of predrafted Individual Short-term Plan/Records. In this approach the teacher assumes the child will only be available for instruction for a short period of time, generally two to six weeks. After a quick assessment, using whatever information is available, the teacher selects one or more short-term plans. Each plan addresses a single content area and focuses on a single limited objective. The objective, a set of activities expected to lead to that objective, and a criterion statement are laid out on a single-page form, comprising the plan portion of the plan/record. The record portion of the page contains a place to record if and when the criterion were met, who attests to this fact, and any relevant comments. Plan/records are pre-coded with the Migrant Skills List number, if applicable. Predrafted plan/records for elementary mathematics focus on math readiness (colors, shapes, relationships), number meaning, whole numbers, addition, subtraction, multiplication, division, applications, fractions, and decimals. (NEC)

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PRIMARY AND ELEMENTARY LEVELS

PREDRAFTED
INDIVIDUAL SHORT-TERM PLAN/RECORDS

MATH

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PRIMARY AND ELEMENTARY LEVELS

PREDRAFTED
INDIVIDUAL SHORT-TERM
PLAN/RECORDS

Directions for Resource Teachers,
Teachers and Aides

Oregon Migrant Education Program
José D. García
State Coordinator

Prepared by:
Migrant Education Service Center

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PRIMARY AND ELEMENTARY LEVELS

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Compiled and Edited
by

Judy Olinger
Alfredo M. Lugo

August 1981

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Oregon ESEA
Title I-M Program

INTRODUCTION

One of the problems that must be frequently faced in migrant education is that of providing instruction to the active migrant child who attends a particular school for only a short period of time. While the number of active migrants in Oregon is declining there is still a problem of considerable magnitude. In school year 1980-81 there were 5,489 active migrants out of a total of 9,797 eligible for the regular and summer term programs.

One method which appears promising as a means of addressing the active migrant child's individual needs is a technique called Individual Short-term Plan/Records. The use of this approach by teachers has gradually increased since being introduced several years ago. It is currently being used in various locations in the twelve administrative areas of the state. In this approach the teacher assumes that the child will only be available for instruction for a short period of time, generally two to six weeks. After a quick assessment, using whatever information is available, the teacher drafts one or more short-term plans. Each plan addresses a single content area and focuses on a single limited objective. The objective, a set of activities expected to lead to that objective, and a criterion statement are laid out on a single page form. This is the plan portion of the Plan/Record. The bottom part of the sheet contains a place to record if and when the criterion was met, who attests to this fact, and any relevant comments. This constitutes the record portion of the Plan/Record.

As might be expected many teachers found numerous children with similar if not identical needs for specific instructional activities. This raised the possibility of pre-drafting Individual Short-term Plan/Records that could be used by the teacher with any child who has the particular need addressed by an

objective. In the summer of 1979-80, a group of experienced Migrant Education teachers who had made extensive use of Individual Short-Term Plan/Records was brought together by the Northwest Regional Educational Laboratory under the direction of William G. Savard to generate an experimental set of predrafted plan/records to cover situations which they felt were frequently encountered with active migrant children. Funding was provided by the National Institute of Education. Plan/records were predrafted in three areas:

.Oral Language

.Reading (including reading readiness)

.Mathematics (including math readiness)

Because of the current effort to implement the Migrant Skills List on a nationwide basis these Individual Short-term Plan/Records have been pre-coded with the Skills List number if there is one available. If there is no applicable number the word None is printed in the space. The Skills List numbers may be used as designated by the Migrant Education Service Center in Salem. For further information on Skills List matters contact Daniel Santos at the MESC, telephone (503) 378-6853. General inquiries may be directed to Alfredo M. Lugo at the Primary/Elementary levels or Merced Flores at the Secondary level; both individuals may be contacted at the MESC as well.

We would like to acknowledge the efforts of teachers who drafted the Plan/Records. The first set of plans were written in 1979 under the direction of William Savard, Project Director at the Northwest Regional Educational Laboratory by the following teachers: Noemy Brenes-Morua, Washington County, Math Readiness; Linda Gretsche, formerly with Washington County, Math Readiness and Reading Readiness; Judy Olinger, Polk County, Reading; Carol Holm, Jackson County, Oral Language; Maria Hinojosa, Marion County, Math Plans and coordination.

Additional Plans were written in 1981. Math Plan/Records were drafted by Donald Kinghorn of Hood River and Robert Berg of Yamhill County. Reading Plans were written by Carmen Mann of Marion County and Judy Olinger of Polk County. Oral Language Plan/Records were completed by Gail Speich of Washington County and Dr. Maria Marin of Western Oregon State College. William Savard of the Northwest Regional Educational Laboratory served as consultant. Technical assistance and coordination of the Elementary level programs was performed by Alfredo M. Lugo, M.E.S.C., Elementary Curriculum Specialist.

Directions for Resource Teachers:

If you are a resource teacher, either traveling or working from a fixed location, who works through regular classroom teachers or aides you have the option of using the loose-leaf reproducible version of the Individual Short-term Plan/Records in addition to plans of your own making.

You will need access to a xerox or other easy to use duplicating machine to duplicate your initial stock of Individual Short-term Plan/Records. You may wish to xerox all or many of the Plan/Records and replenish them whenever your stock drops by simply xeroxing the required number and putting them into the correct place in your folder.

Step I

Carefully review the entire set of Individual Plan/Records. Being thoroughly familiar with the content will greatly increase your ability to use them efficiently. Remember, these Individual Plan/Records are not your only tools. You will have to decide when and when not to use them.

Step II

Consult with the teacher or aide who will be working directly with the child. If possible work with or at least observe the child. Review the range of possible Plan/Records that could be used with the child in question at this particular point in time. Jointly select one or more Plan/Records. Discuss and decide upon the time period to be covered. Keep it as short as practical. Fill in the dates. Discuss the activities. Check to see that proper materials are available. If not, take action to obtain them. Carefully review the criterion statement, make certain that the teacher (or aide) understands it. Leave the Plan/Record with the teacher (or aide) with the understanding that you will be checking on it on your next visit. Arrange for telephone consultation in case there are problems in the meantime.

Step III

As Individual Short-term Plan/Records are completed have the teacher (or aide) fill in the completion date, criteria statement, and signature. Then, collect them in chronological order by location. At the end of the term they will be summarized on a regular Individual Short-term Plan/Record Summary Sheet (Form OF 9). The Project Coordinator will discuss data collection procedures further with you individually.

Directions for Classroom Teachers (and Aides) Who Provide Direct Instruction to Children:

Step I

Carefully examine the entire set of the Individual Plan/Records (Oral Language, Reading, and Mathematics) to become thoroughly familiar with their content. The Plan/Records in each area are arranged roughly in order of difficulty according to the Migrant Skills list, but they do not constitute an iron-bound sequence. Feel free to vary the order and to skip items. Each of these children need many skills. Our task for the moment is to find one or more appropriate tasks he/she needs to undertake now and to get underway with it immediately. You will find that the Short-term Plan/Records will overlap - some plans are suitable for teaching more than one objective, concept, or skill. The Oral Language plans, both primary and elementary, overlap into Reading. Some plans in the Oral Language Elementary level may be also suitable for some primary children. Familiarity with the contents will help you find the skills each child needs. As these tasks are completed another can be started.

Duplicate those plans you need to begin instruction. Replenish and duplicate new Plan/Records as necessary.

Step II

The criterion statements at the bottom of each sheet can be used in a bracketing technique to find an appropriate place to start with the child. After talking with the child select a sheet near the front of an area in which he/she has educational difficulty. Informally test him/her against the criterion statement. If he/she accomplishes it easily, try something considerably more difficult from the back of the area. If that is too hard try something toward the middle, and so on until you have reached a decision as to what might be appropriate.

Step III

After you have selected one or more appropriate Plan/Records simply enter the planned dates at the top of the sheet and get underway with the activities.

Step IV

At the end of the designated time period, or sooner if the child seems to be making rapid progress, check (test) the child according to the criterion statement at the bottom of the sheet. If the child meets the criterion (i.e., passes the test) record that fact by checking the YES space and dating and signing in the designated places. If he does not meet the criterion, do the same after checking the NO space. Enter the total days the child participated out of the total actual school days in the planned period.

Step V

Review your results. Was the task clearly too hard? Too easy? Should you have allowed more time? Less time? Was he/she absent so much that he/she could not be expected to meet the criterion? With these questions and your answers in mind start the selection process for the next Plan/Record. In some cases you may want to modify a Plan/Record. To do so, simply write

directly on the sheet. In extreme cases you may want to create a whole new Plan/Record. Blank forms for that purpose are available from your Area Coordinator. It is suggested that you gain some experience with the Individual Plan/Records before creating new ones. How much experience is sufficient is a matter for your judgment.

Step VI

Keep each student's completed Plan/Records in chronological order. Keep the Plan/Records even if a child leaves the school. At the end of the term all of the Plan/Records will be summarized. Your resource teacher, someone from the area office, or the Project Coordinator will help you with the summary at that time.

SOURCES

Following are a few sources which you may want to consult. Do not feel obligated to look up or use the listed materials. They are only suggestions.

READING SOURCES

- * The following materials are published by Barnell Loft. (Specific Skills Series).

- Detecting The Sequence
 - Following Directions
 - Getting The Facts
 - Getting The Main Idea

- * The following materials are published by: Creative Teaching Press, 514 Hermosa Vista Avenue, Monterey Park, California 91754.

- Hit the Deck Game, MAK
 - Sound Hunt Game

- * The following materials are published by Dexter Westbrook.

- Learning To Alphabetize, Books A-C
 - Pronoun Parade, Levels A-3
 - Understanding Word Groups, Levels A-C
 - Word Elements Instructional Aid Pack

- * Ideal Vowel Cards, Ideal Press

- * The following materials are published by Modern Curriculum Press.

- Phonics Is Fun, Book 1, 2
 - Phonics Workbook, A, B, C
 - Primary Readers

- * Multiple Skills Series, Lowell and Lynwood, 958 Church Street, Baldwin, New York 11510.

Reading Sources--Continued

- * The following are published by Frank Schaffer Publications, The Supply Room, 303 Sunnyside Blvd., Plainview, New York 11803. They are available through Learning World.

Alphabetizing Activities
Alphabetizing Skills Game
Antonyms, Synonyms, And Homonyms Game
Beginning Consonant Game
Capitalization And Punctuation Activity Book
Capitalization And Punctuation Games
Final Consonant Games
Finding The Facts
Following Directions
Long Vowel Game
My First Stories
Prefixes, Suffixes, And Syllables
Read Carefully
Read For Meaning
Reading Cartoons
Reading Riddles
Short Vowel Game
Story Sequencing
Strange And Silly Stories
Understanding What You Read
Who, What, When, Where, Why (Duplicating Masters)
Word Endings Activity Book
Listening Skills, Level A, B, C

- * The following materials are published by Rand McNally or Lyons-Carnahan.

New Phonics We Use, Books A, B, C
Phonics We Use Game Kit
Syllable Count Kit

- * G.O.A.L. Kit - Milton Bradley (Game oriented Activities for learning).

- * Read, Study, Think, Xerox Corporation

- * The following materials are published by Science Research Associates (SRA).

Distar Reading I
Reading Laboratory Games, Nos. 1-7, 10, 20-24

Reading Sources--Continued

- * The following materials are published by Milton-Bradley

- Sequence Cards

- G.O.A.L. Kit (Game oriented activities for learning)

- * Spache, Evelyn, Reading Activities For Child Involvement, Allyn-Bacon, 1972

- * The following materials are published by Step-A-Head Company, 1231 Olive, Eugene, Oregon.

- Check-A-Ship Center (Digraphs)

- Long Vowel Games

- Mystery Marks Center (Punctuation)

- Pair Of Pears Center (Homonyms)

- PETS Center (Short Vowels)

- Round Up Center (Compound Words)

- Ship Ahoy Game

ORAL LANGUAGE SOURCES

- * Idea Kit, Ballard and Tighe

- * Introducing English, Houghton-Mifflin

- * Peabody Language Kits, Levels 1-3, American Guidance Service

MATHEMATICS SOURCES

- * The following are published by Curriculum Development Associates, available through the Oregon Math Council, Salem, Oregon

- Common Sense Arithmetic, Robert Wirtz

- Drill And Practice, Robert Wirtz

- Banking On Problem Solving, Robert Wirtz

- * Math Their Way, Mary Baratta Lorton, Addison-Wesley Publishing Company

MATH SKILLS

INDIVIDUAL SHORT-TERM PLAN/RECORDS

MATH

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____
Last First or Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 00101A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach color as a property.

Activities:

Give the children some assorted colored beads. Show them how some of the beads are red, others yellow, etc.

Have the children put all the red beads on a string. Ask them "What are you doing?" (Model response if necessary.) "I'm putting the red beads on the string." Repeat with the other colors in the same way. Next have them take all the beads off the string. (First the red ones, then the yellow, green, etc.) Ask them "What are you doing?" (Model response if necessary.)

Short periods of time daily.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The child will be able to respond correctly to the command: "Tell me a color."

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form 67 8

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - REEA

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____
Last First or Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 01001A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop the skill of identifying objects with a particular primary color (red, blue, yellow).

Activities:

To be done for short periods of time daily.

Place one object in each color on a table. Name the colors for the child pointing to each color as it is named.

Ask the child to give you the red, yellow, or blue objects. "Give me the blue _____", "Give me the yellow _____", etc.

Repeat several times adding more objects for each color.

Walk around the classroom and have the child identify red, blue and yellow objects. Have the child hold one object up and tell what color it is. Have the child color pictures using red, yellow and blue crayons.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The child will be able to identify and name the three colors above (red, blue, yellow) with 100% accuracy, twice a week.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form CP 8

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____
Last First Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 00101B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop the skill of sorting using color as the identifying characteristic.

Activities:

To be done for short periods of time daily:

Give the child some identical but differently colored chips. Discuss with the children that what they have are all chips but some are different because of the color. Have them arrange them by color. Have the children differentiate objects from the class by the colors such as chairs, books, crayons.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a group of colored chips, blocks, etc., the student will be able to sort objects according to color. Note: The child should be given a variety of objects and one box for all the blues, one box for all the reds, etc.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESRA

Page 1 of 1

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____
Last First or
Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 00401A

Objective: What are we trying to accomplish for this student in
this content area, in this short period of time?

To teach the child the idea of "shape".

Activities:

For short periods of time daily:

Distribute to the children some cut-out shapes and flashcards with drawings
of different shapes. Have the children match and name their cut-out shapes
with the shapes on the flashcards.

Then begin sequencing the shapes in a straight line. (Circle, square,
circle, square, etc.) Have the children continue the sequence.

Extending the activity: Have the children identify objects in the room
according to their shape.

Criterion: What specific evidence will we accept to indicate that
the objective was attained?

The student will be able to respond correctly to this "Name a Shape"
with 100% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OP 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____
Last First or Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 004018

Objective: What are we trying to accomplish for this student in
this content area, in this short period of time?

To develop the skill of sorting using shape as the identifying characteristic.

Activities:

Distribute to the children some objects such as building blocks or pattern
blocks.*

Have the children identify each object and describe its shape, comparing it
to the other objects. Pick out two different objects from the classroom
and have the children explain how they are different.

*Pattern blocks available through Creative Publications, Palo Alto, CA.

Criterion: What specific evidence will we accept to indicate that
the objective was attained?

Given a group of blocks or pattern blocks, students will be able to sort
them according to shape.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESRA

Form OF 6

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____
Last First Grade _____

Content Area: Math (Readiness) Skills List Ref. No. None

Objective: What are we trying to accomplish for this student in
this content area, in this short period of time?

To develop the skill of recognition of attributes and classification of
objects according to certain properties.

Activities:

This activity described in Math Their Way by Mary Baratta Lorton; Addison Wesley Publishing Co. "People Sorting" p. 60. Materials: two 24" arrows one black, one white, made of construction paper. One black and one white wooden cube for each child. Teacher explains that once she draws a star on the board it is the signal for complete silence. Children will communicate by nodding or shaking their head. 1) arrows are placed on the floor pointing in opposite directions. Children sit on floor around arrows. Teacher explains categories to be used for sorting e.g. those children wearing pants, all those with long hair, all those with black hair, boys and girls; etc. 2) Teacher begins by sorting 4 children as an example (using 1 attribute at a time) and sending for example "all those wearing pants" to the black arrow and those "not wearing pants" to the white arrow. Then teacher will sort the remaining children one by one and children will indicate by nodding their heads, which arrow they should follow. Let the children take turns at sorting. If the children are kept silent, this eliminates them giving away the answer. Children can talk when star is erased off board.

Source: Math Their Way, Mary B. Lorton; Addison Wesley Publishing Co.

Criterion: What specific evidence will we accept to indicate that
the objective was attained?

Students will be able to observe and describe at least three out of five
properties used in sorting.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____
Last First Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 00701B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to differentiate between objects of 2 and 3 dimensions using geometric shapes.

Activities:

Individual or small group instruction. Have the student form some 3-dimensional shapes out of paper, e.g., cubes, pyramids, rectangles, etc. Then have the student cut out 2-dimensional shapes and compare them with the 3-dimensional shapes. Discuss the differences.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to tell the difference between a square and a cube, a circle and a sphere.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____
Last First or Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 01301A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the name of a two-dimensional shape. (Circle, square, rectangle, triangle, diamond.)

Activities:

1. Give the child one shape at a time, in the following order: circle, square, triangle, rectangle and diamond. Tell the child the name of the shape. Have the child place glue within the entire area of the shape and then sprinkle either fine sawdust or sand on the glue. Shake off the excess. After the glue has dried, the child can feel the entire shape with his/her hand.
2. "Going Fishing"--Game. Make several fish out of construction paper. Each fish should have a different shape (circle, square, triangle, rectangle, and diamond) in its mouth. Each child should have a variety of different colored shapes. A child can "catch a fish" by naming and matching the shape that is in the fishes mouth.
3. Have the child look through magazines for pictures that have that particular shape. When the child finds the shape pictures, have him/her cut out and paste the picture on paper or scrapbook.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The child will be able to identify and name above shapes with 100% accuracy twice during a week.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESRA

Form OF 8

School: _____ District: _____ Area _____
For Dates _____ to _____
Student Name _____ Age _____
Last First or Grade K-1
Content Area Math Skills List No. 01301 A and B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To learn the name, and to be able to identify the shape of a circle, square, triangle, and rectangle.

Activities: What will be done, when, how much (time), by whom?

Prepare a game board with a start and finish, and at least ten pictures of each shape to be taught (square, rectangle, circle, triangle). Paste these pictures in random order on the game board from start to finish. Prepare two sets of flash cards; one set having the name of a shape on each card, and the other set showing the shape of a circle, square, rectangle or triangle. Prepare at least five identical cards for each name and for each shape (five cards each with pictures of a particular shape, and five cards each with the name of a shape printed on them).

A: Shuffle the name cards and place them face down on the game board. One child takes the top card, reads the name of the shape (for non-readers, the teacher may supply the name), and identifies the first picture with that shape on the game board. He moves his marker to that point and play moves to the next child. The game then continues in the same fashion until one child reaches the finish line.

B: Begin as above, using the shape cards. The first child takes a card, says the name of the shape, and moves his marker to the first spot on the game board with that shape. Play then moves to the next child and ends when one child reaches the finish line.

One or more jinx or trick cards (go back two spaces, lose a turn, etc.) may be added to make the game more exciting.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given the name of a particular shape, the child will point to a figure with that shape with 90% accuracy (Use at least 10 examples).

Given a picture of a particular shape, the child will supply the correct name with 90% accuracy (use at least 10 examples).

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____
Last First or Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 01901A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The child will identify a line segment in a two-dimensional shape.

Activities:

Give paper and crayons to the child. Draw a square on his/her paper. Have the child trace with his/her finger each line. Make sure that the child stops at the end of each line. Then have the child color each line using different colors. Repeat this activity with a rectangle, triangle and circle. Tell the child that, "A circle is a line that goes around and meets itself."

Have the child count the line segments on each shape.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The child will be able to trace a line segment on a two-dimensional shape with his/her finger with 100% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - IESEA

Form 67 6

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____
Last First or Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 02801A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the concepts of in and out.

Activities:

1. Fill a box with some objects (small toys, blocks, crayons, beads). Have the children identify the objects as they take them out of the box. After the children have started, ask, "What are you doing?" Model responses for the children, i.e., "I am taking a block out of the box."

After all of the objects are removed, ask the children to name the objects out of the box.

2. Form a circle with a rope on the floor. Have some of the children stand in the circle. Ask other children to identify them. Have the children go in and out of the circle following teacher instructions.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The children will place objects in and out of a box as the teacher instructs them. Children must accomplish this with 100% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____
Last First or
Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 02801A

Objective: What are we trying to accomplish for this student in
this content area, in this short period of time?

To teach the concept of above and below.

Activities:

Demonstrate the concepts above and below by placing your hands above your head and below your knees. Have the children do this activity with you. Ask the children to follow directions such as: put your hands above your desk and put your hands below your desk.

Show pictures to the children and ask the children questions such as: "What is above the tree?" "What is below the bridge?"

Have the children place objects above and below their desks.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The children will demonstrate to the teacher knowledge of the concept terms above and below by answering questions such as: "What is above the blackboard?" "What is below the desk?", etc., with 100% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____
For Dates _____ to _____ Age _____
Student Name: _____ or _____
Last First Grade _____
Content Area: Math (Readiness) Skills List Ref. No. 02801A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the concepts of in front or behind.

Activities:

Demonstrate the concepts in front of or behind by placing your hands in front of you and behind you. Have the children do this with you. Then ask the children to follow instructions such as put the ball in front of your desk, put the ball behind your desk.

Repeat this activity using different objects that have definite fronts and backs.

Once the children are comfortable with this activity, explain to the children that in front of refers to a position before another person or object. And that behind refers to a position in back of another person or object.

Give the children assorted objects such as blocks, buttons, keys and crayons. Have them repeat the above activity using these objects.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The children will demonstrate mastery of this concept, by following the teacher's directions as: Stand up in front of your desk, put the block behind the crayon; etc., with 100% accuracy.

Total Days Participation _____ out of a possible _____
Criterion Attained: Yes _____ No _____ Date _____
Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____
Last First or Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 02801A & 02801B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To use the following terms properly: right/left
above/below
in front/behind

Activities:

Using a model playhouse and small dolls,* move the people to the above positions and say the positions to the child; then ask him to do the same thing.

Bring in other things to move around the house and repeat these activities.

*Small dolls with the brand name "Little People" work well.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When the children can move the small dolls to all of the above positions around the house and name those positions.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESRA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____
Last First or Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 02801A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the concept of beside.

Activities:

Explain to the children that the concept beside refers to a person or object closest to another person or objects.

Introduce the concept by placing a number of objects (chairs, wastebaskets and desks) in front of the room. Then demonstrate by telling the children: "I'm standing beside the chair," and ask the the children: "Where am I standing?" Involve the children in this activity and give them directions to stand beside certain objects.

Select a child to come in front of the room. Have another child come forward in response to directions such as : "Carlos, stand beside Susan."

Give the children assorted, small objects (small toys, blocks, marbles). Give them directions to place these objects beside other classroom objects, such as: "Place the block beside the pencil sharpener."

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The children will place objects beside other classroom objects as the teacher instructs them to. Children will do this with 100% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____
Last First or _____
Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 03101A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the students the idea of before, during and after.

Activities:

The teacher will discuss with the children daily routine activities emphasizing before, during, and after. Ask questions such as: "What do you do before, during, after a school bus ride?" (Answers may be, before the ride I walk to the bus stop, during the ride I sit and talk, after the ride I get off and walk to school.) Use drawings of the activities and label them, or have the children make drawings of their before, during and after school activities.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to answer the following questions:

- . What do you do before coming to school?
- . What do you do during school?
- . What do you do after school?

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - WESA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____ or _____

Last First Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 03101A & 03101B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child the idea of: before, during and after.

Activities:

Read the child a story with pictures. Then go back over the story, page-by-page, asking the child to tell what happened. Talk to the child about the story using the words before, during and after. Encourage him/her to describe the story using the terms. Be sure to use a different story daily.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When the child can re-tell a story you have read to him/her, using the words before, during and after, in the right way for three consecutive days.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____ Signature _____ Title _____

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____
or _____
Last First Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 03401A &
03401B

Objective: What are we trying to accomplish for this student in
this content area, in this short period of time?

To learn the idea of: small/large
smaller/larger
smallest/largest

Activities:

Use a group of things of different sizes such as clay balls, coins or buttons.
Make a row starting with the smallest and ending with the largest. Move to
one side the small things as you say: "These are small." Move to one side
the large things and say: "These are large." Line up the row again and
show the smallest and largest. Now pair two things and show what smaller/
larger means.

Criterion: What specific evidence will we accept to indicate that
the objective was attained?

When the child can do the above activity, using the right words 90% of
the time on three consecutive days.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____ Signature _____ Title _____

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____
Last First Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 03701A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child the vocabulary: light/heavy
lighter/heavier
lightest/heaviest

Activities:

Get together some light, medium and heavy objects such as rocks, sponges, fish weights, feathers and let the child explore them. Then teach (light/heavy) by having the child divide the things into the two groups. Next have the child take two things and make a judgment about lighter/heavier. Last have the child arrange them in a line from lightest to heaviest.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given six pairs of objects the child will be able to identify and name the heaviest or lightest object with 100% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____

Last

First

Age

or

Grade

Content Area: Math (Readiness) Skills List Ref. No. 03701A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop the skill of identifying objects having a certain weight relation (light, heavy, lighter, heavier, lightest, heaviest).

Activities:

Make scales using the bottom of milk cartons, string and rubber bands for suspension.*

Give out a group of objects and have the children weight them. Direct this activity so that the children will observe that the scale drops according to the weight of the objects. Once the children are comfortable with this activity, they can start making weight estimations for any number of objects and checking their guesses with the scale.



*Math Their Way, Mary Barrata Lorton, Addison Wesley Publishing Company; has an excellent unit on weight estimation and also excellent instructions on how to make a simple scale.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to estimate the weight reduction between certain objects and correctly label them as light/heavy, lighter/heavier.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____

Signature

Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____
Last First or Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 04001A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the idea of: short/long
shorter/longer
shortest/longest

Activities:

Help the child arrange different lengths of colored yarn, ribbon, string licorice, clay "snakes", etc. Divide them into short and long ones, then find the shortest and longest. Discuss your findings. Pair off the shortest and longest. Discuss your findings and find the one that is longest and the one that is shortest.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The child will respond correctly to the following questions and commands:

- . Which one is short?
- . Which one is long?
- . Which _____ is shorter than this one?
- . Which _____ is longer than this one?
- . Point to the shortest?
- . Point to the longest?

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESSE

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____
Last First Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 04301A

Objective: What are we trying to accomplish for this student in
this content area, in this short period of time?

To teach the idea of: more full/less full
most full/least full

Activities:

Using premeasured amounts of water, three clear containers exactly the same size and shape, and food colors or dye. Have the child color the water in each jar using three different colors. Let the child explore and experiment before proceeding with the lesson. Model the use of the terms. "This one is more full." "This one is less full." Point out the differences between more full/less full. Then using three containers, help the child find the most full and the least full. Proceed to line them up and make comparisons.

Criterion: What specific evidence will we accept to indicate that
the objective was attained?

1. When the child can pour premeasured amounts of water into two containers and name which is more full and less full.
2. When the child can line up three containers with three different water levels and name the most full and least full for three days in a row.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESSE

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____
Last First Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 04601A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the order of relationship (first, between, last).

Activities:

For short periods of time daily:

Have three children stand in a line. Say to the children, "The first one standing in line is Evelyn, the last one is Carmen, and in between Evelyn and Carmen is Jeff."

After the children have grasped the meaning first, between and last, have the three children change positions and ask them: "Who is first?" "Who is in between?" "Who is last." Repeat this exercise giving the children objects to arrange according to the teachers directions.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to answer the following questions:

- . Who is the first one in line?
- . What is between my desk and the blackboard?
- . What is the last object in this row?

The student must be able to answer these questions with 100% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____
Last First or
Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 04601A

Objective: What are we trying to accomplish for this student in
this content area, in this short period of time?

To teach the child the meaning of first, last, and between.

Activities:

Using a group of toys that are alike, put them in a row. Show the child
first, last and in between positions. Then ask: "Which is the first toy,
the last toy, and the in between toy?" This idea can also be taught when
lining children up to move from one place to the other.

Criterion: What specific evidence will we accept to indicate that
the objective was attained?

When the child can line up a group of things and point to the first one,
last one and the ones in between, for three days in a row.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____ or _____
Last First Grade

Content Area: Math (Readiness) Skills List Ref. No. 04601B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To reinforce the concept first, last, and between.

Activities:

Give the children a book, an apple, and a pencil to place in a straight line. Ask the children questions such as: "Where is the book?" Stress complete sentences for the answers. (Example: The book is in between the apple and pencil.)

Repeat this activity showing pictures to the children and asking them for the placement of a specific item.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The teacher will place a block, a key and a safety pin in a line. The child will be able to answer the following questions:

- . Where is the block?
- . Where is the key?
- . Where is the safety pin?

Stress first, last and between answers.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____
Last First or Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 05801A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to recognize when a group of objects are lined up by size.

Activities:

Have the child play with a group of objects of different sizes such as buttons or rocks and line them up from the smallest to the biggest. Ask the child: "Why did you line them up that way?" Be sure to talk about the size of all the objects, for example: "This size is bigger than that one. We are lining them up by size."

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When the child answers that he lined them up by size.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____
Last First Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 05801A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to place objects in order by size.

Activities:

Materials needed: Different sized shapes made of construction paper, all circles, all squares, etc., or Cuissenaire Rods, blocks, rocks, buttons, coins.

The student will have three objects to arrange in a sequence according to size. Have the child place the largest object, then the next largest and finally the smallest object in a line. Emphasize to the child that the middle object is smaller than the one before it and larger than the one after it.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to complete a sequence of objects arranged by size by fitting in the missing objects in their proper order.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESZA

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____
 _____ or _____
 Last First Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 05801A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to line objects up according to size from the biggest to the smallest.

Activities:

Using a group of at least five objects (circus made of construction paper). Ask the child to line up the objects from the smallest to the biggest. Ask the child to choose the ones that go in between. Help him/her by saying: "Which one of these is bigger--so where does it go?"

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When the child can line up a group of objects from the smallest to the biggest.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
 Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Age _____

Student Name: _____
Last First

or _____

Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 06101

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to arrange in order objects that weigh the least to objects that weigh the most.

Activities:

For a short period of time each day, using a group of objects that weigh differently, (e.g., fishing weights), help the child make a row of objects from the lightest to the heaviest. Ask: "Which is the heaviest/or hardest to hold up?" "Which is lighter/easier to hold up?" Help the child use his/her hands to feel the difference. Then help the child put them in a row.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When the child can put a group of objects in a row from the lightest to the heaviest and explain why he/she did that using the words: light, heavy, lightest, heaviest, lighter, heavier.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____

Signature

Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____ or _____
Last First Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 06101

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to look at a group of objects that are arranged by weight from the lightest to the heaviest and understand that they were put in order because of their weight.

Activities:

Do this activity after the child has done a lot of work with things that are light and heavy. After the child can arrange a group of objects such as rocks from lightest to heaviest, you show him/her a new group of objects you have arranged from lightest to heaviest and ask: "Why did I put them that way?" Encourage the child to lift up the objects.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When the child can look at a group of objects arranged from lightest to heaviest and say that they are arranged from lightest to heaviest for three days in a row.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____ or _____
 Last First Grade _____

Content Area: Math (Readiness) Skills List Ref. No. None

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce or develop the mathematical concept of patterns.

Activities:

The following are simple activities which need little or no materials:

1. Teacher creates a snap and clap pattern, e.g., clap, clap, snap, clap, snap. Have the students join in when they have figured out the pattern.
2. Students will translate a snap and clap pattern using colored blocks, e.g., green, green, red, green, green, red.
3. Teacher makes a pattern with crayons by starting the pattern and laying them on the table, e.g., 1 vertical, 1 horizontal, 1 horizontal, 1 vertical, and so on. Students can copy the pattern. Interesting patterns can be made by having the children take their shoes off and placing them in such a fashion to create a pattern, e.g., 1 vertical, 1 vertical, 1 horizontal, 1 horizontal. Make pattern cards or recording sheets for the colored block patterns so that the children can color in the squares to represent the pattern they created with the colored blocks. Start a pattern for a child and ask him to "continue" or "extend" it.

Source: Math Their Way, Mary B. Lorton, Addison-Wesley Publishing Company.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

1. Student will be able to recognize and describe the pattern discovered.
2. Student will be able to copy and extend at least three given patterns.
3. Student will be able to translate a pattern from one form to another.
 Example: Describe a snap and clap pattern with colored blocks.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
 Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESSEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area Math Skills List No. _____ None

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to be able to recognize sequences of objects.

Activities: What will be done, when, how much (time), by whom?

Use Unifix Cubes, different colored tokens, or Cuisenaire Rods.

Using Unifix Cubes, snap four cubes together in a simple a-b pattern. Have the child duplicate the pattern. Have him clap and snap to duplicate the pattern with sound (clap, snap, clap, snap = a-b-a-b). Increase the length of the patterns, still using a-b format. Allow the child to make his own a-b patterns using different colored cubes.

When the child is familiar with a-b patterning, make the pattern more difficult by using a-a-b, or a-b-b, etc. Increase the difficulty of the pattern by adding more blocks of each color before the pattern changes or by adding more colors. If the child has difficulty performing the task, he may use your example and build his column of cubes alongside yours to make sure that he does so correctly.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The child will be able to duplicate a-b and a-a-b patterns using unifix cubes or other tokens.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade K-1

Content Area Math Skills List No. 07001 A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To be able to say the numerals 0-9 in order.

Activities: What will be done, when, how much (time), by whom?

Every day spend a few minutes counting the dates at the calendar.

Spend ten minutes daily with rhymes and songs that use the numbers.

Examples:

"One two, buckle my shoe."

"Ten Little Indians."

When I was one, I _____ (rhyming phrase such as "had some fun")

When I was two, I _____

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The child will be able to count to nine without mistakes three days in succession.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____

Signature

Title

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____
Last First or Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 07001B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to identify the numerals corresponding to the word names. 0 through 9.

Activities:

Materials needed: Numeral cards (symbols) and word name cards; one, two through nine. Need 2-3 sets.

Place all cards face down and have the students play "old maid" by matching the numeral card to the word name card. Student keeps matched pairs. Player with the most matched pairs wins.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a teacher-made test, the student will be able to match the numerals 0-9 with their corresponding word names.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade K-1

Content Area Math Skills List No. 27002 B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to identify the numerals corresponding to the number names ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, and one hundred.

Activities: What will be done, when, how much (time), by whom?

On ten blank language master cards write one of the multiples of ten (10-100). Paste ten centimeter strips (1 cm. x 10 cm.) with 1 cm. markings on the language master cards to denote the number of tens used in each numeral. For example, the numeral 70 would show seven 10 cm. strips indicating seven tens or 70. Record the word names for the numerals on the language master cards. Have the students spend a few minutes each day at the language master until they are able to count to one hundred by tens and to recognize and identify the correct numerals when they hear the number names.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When a child hears the number names for multiples of ten up to one hundred, he will correctly identify the corresponding numeral.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area Math Skills List No. 07301

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the concept of unequal number sentences and the symbols $<$ $>$.

Activities: What will be done, when, how much (time), by whom?

Ask the child to compare an orange Cuisenaire Rod with a yellow one. Ask him to tell you which is longer and which is shorter. Have him place the longer rod on the left and the shorter rod on the right. Show him the symbol $>$ and explain that this symbol shows that one number is larger than another. You may wish to explain that the symbol looks somewhat like a funnel, and that the larger number is always on the side of the funnel where you pour things in (the large side). Let the child have practice comparing rods of different sizes and writing the unequal equation, always using the larger number first and placing it on the left.

When the child is familiar with the process of comparing rods and describing them according to which one is larger, reverse the process and show him the symbol for smaller. Have the child practice describing rods according to which one is shortest.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten unequal two-rod sets of Cuisenaire Rods, the child will tell which rods are larger and which are smaller and write correct unequal sentences using the proper signs, $<$ $>$.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____
For Dates _____ to _____
Student Name _____ Age _____
Last First or _____
Grade K-2
Content Area Math Skills List No. 07302 A + B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to correctly identify, name, and use the = sign.

Activities: What will be done, when, how much (time), by whom?

Use Cuisenaire Rods to help the child understand the use of the = sign.

Ask the child to pick a rod greater than white. Then have him find two or more rods that make a "train" equal in length to the first rod that he chose. Have him tell you about the two trains. He should state that they are the same length, or equal. If he does not use the word equal you may supply it for him. You then write the equation on the board. For example: If a student chose an orange rod to begin and made a train of equal length with two yellow rods, you would write the equation $O = Y + Y$ on the board and say the equation aloud while writing it. You would then have the child repeat the equation and write it on a piece of paper or on the board.

The student should explore the relationship between trains of rods that are equal in length until he becomes familiar with the concept of equality as it concerns length of rods. Activity sheets could be prepared to give the child further practice with this concept.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten rods greater than white, the child will find equivalent trains for each and correctly say and write the equivalent number sentence with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 1-3

Content Area Math Skills List No. 07302 A and B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

> < .
To teach the child to identify, name, and correctly use the signs

Activities: What will be done, when, how much (time), by whom?

Cuisenaire Rods are an effective tool for teaching the names and uses of the > and < signs.

Allow the students to explore freely with the rods. Then have them compare rods of different lengths. Have them tell you which is larger or smaller. Write the number sentence on the board. For example: A child might compare an orange rod with a yellow rod and tell you that the orange rod is larger. You would write that $0 > Y$. You would then ask him to tell you which rod is smaller. He could tell you that the yellow rod is smaller. You would write that on the board as $Y < 0$. While writing the number sentence say it aloud and have him repeat it.

When the child becomes familiar with this activity, prepare activity sheets that tell him or compare rods of different lengths. Have him write the number sentences that explain what he has observed and say them to you.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The child will compare Cuisenaire Rods of different lengths and state the unequivocal number sentences using the correct signs, and do so with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First Age or Grade _____

Content Area Math Skills List No. 07302 A + B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach a student to identify and correctly use the symbols $>$, $<$, $=$.

Activities: What will be done, when, how much (time), by whom?

Prepare bingo boards with twenty-five one inch squares. Write a number in each square using random numbers between 0 and 100. Prepare one inch square cards from tagboard to be used as bingo markers. On each card write $>$, $<$, or $=$.

Each student receives a bingo board and twenty-five marker cards (make sure that the marker cards are shuffled so that each student gets a mixture of cards). Each student places his marker cards face down in front of him. The teacher calls a number and writes it on the board. The student picks one of his marker cards. He may then use it to cover a number on his board. For example: if the number called is 23 and the student has that number on his bingo card he may cover that number with a $=$ card. If he does not find the number 23 on his board he may still use a $>$ or $<$ card if he has drawn one. In order to use a $>$ card the student must place it on a number that is greater than 23. In order to use a $<$ card the student must place it on a number smaller than 23. The teacher should check the student's response after each round of play. The game is ended when a student gets a bingo by covering five squares in a horizontal, vertical, or diagonal line.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten sets of two numbers, the student will correctly indicate their relationship by using the proper $>$, $<$, or $=$ sign.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 07302 A and B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will learn the meaning of the symbols = (equal), < (less than) and > (greater than).

Activities: What will be done, when, how much (time), by whom?

Make a laminated card with the symbols =, <, >. Using any objects (counters) available, create problems for the student by placing a number of objects on the left and a greater, equal, or lesser number of objects on the right. The teacher/aide will ask, "Is this group on (name the side) equal to or the same number, greater than or more, or less than the number on the opposite side?" The student will select the proper sign to place between the two groups of objects.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given any single digit numbers or counters in opposite groups, the student will select the proper symbol, i.e. =, <, > to place between the groups and verbally express the relationship with 100% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESRA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade 2-4

Content Area Math Skills List No. 47302 A + B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach and reinforce the proper use of the $>$, $<$, and $=$ signs.

Activities: What will be done, when, how much (time), by whom?

Prepare activity sheets with equal and unequal number sentences. Leave a blank space where the student must place the proper sign. He may use unifix cubes, beans, tokens, etc., to find his answer.

Examples:

$$10 + 5 \quad \underline{\hspace{2cm}} \quad 15$$

$$12 - 4 \quad \underline{\hspace{2cm}} \quad 7$$

The student must supply the correct sign.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will identify eight of ten number sentences as being equal or unequal, and will give the sign which correctly completes the number sentences.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

School: _____ District: _____
For Dates _____ to _____ Age _____
Student Name: _____ or _____
Last First Grade _____
Content Area: Math (Readiness) Skills List Ref. No. 07601A

Objective: What are we trying to accomplish for this student in
this content area, in this short period of time?

To teach the student the idea of first, second, third, fourth and fifth.

Activities:

Have the children put several toy animals in a line. Name the position
of the toys with the students (i.e., first the cat, second the dog, etc.).
Switch the positions of the toys and say, now they are in a different
position. Ask the children to point to the animal that is first in the group,
second, etc.

Criterion: What specific evidence will we accept to indicate that
the objective was attained?

The children will be able to make a sequence of five objects following these
directions: Make a line using these objects: first, the eraser; second,
the car; third, the key; fourth, the ring, and fifth, the pencil.

Total Days Participation _____ out of a possible _____
Criterion Attained: Yes _____ No _____ Date _____
Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____
Last First or
Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 07601B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the idea of first, second, third, fourth, fifth, sixth, seventh, eighth, ninth and tenth.

Activities:

Recount something that happened during the day, arranging the events in order. Now ask the children to tell you something that happened to them during the day. Encourage the children to use first, second, third, etc.

Try a cooking project with the children and prepare things such as instant pudding or cookies. Follow each step in order using first, second, third, etc.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to make a sequence of ten objects following these directions: Make a line using these objects: first, the coin; second, the marble; third, the safety pin; fourth, the cup; fifth.....tenth.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade K-2

Content Area Math Skills List No. 07601 A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To be able to say and use correctly the ordinal numbers through twelfth.

Activities: What will be done, when, how much (time), by whom?

Begin a language experience chart story using the ordinal numbers. Encourage the children to repeat, and to copy the story, and to make up their own stories by substituting different objects. A very good starter story is found in the Bill Martin reader, Sounds of Numbers.

Example:

In the first month of the year
I found one grey dog,
and he followed me home.

In the second month of the year,
I found two white ducks,
and they followed me home.

etc.

Other starters may include:

On my first birthday I

On my first day at school I

The first time I went to the store I etc.

This activity may be combined with language arts and reading lessons.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The child will be able to use the ordinal numbers through twelfth correctly.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 07601 A and B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to name the ordinal position (first, second---tenth) of a row of ten objects, and given the ordinal position, find the correct object in a row of ten objects.

Activities: What will be done, when, how much (time), by whom?

Place any 10 objects on the table and have the student practice saying the ordinal position of each object. After the student becomes familiar with the names, ask the student to give you the second object, then the fifth and so on.* This activity can lend itself well to a group game. Make a game board of connecting squares in a chain. Up to 10 players possessing 1 marker (unique) or fewer players possessing more than 1 unique marker roll a die and can advance the number of squares dictated by chance, only if they can name the ordinal positions as they progress. For example: the die read 5. The student counts : first, second-----to fifth. If he cannot make it to fifth he stays at the highest he can correctly name.

After everyone has completed his first turn, the student may double his move if he can correctly name his ordinal position in relation to the rest of the group markers.

The student who reaches the goal first is the winner and the teacher can award him with a paper ribbon with the ordinal numbers written for 1st, 2nd, and 3rd place.

*As the student gives the correct object a neutral place holder is placed in the vacant position.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given an array of 10 objects, the student will give the teacher the correct object as the ordinal position is called with 100% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____
Last First or Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 07901

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to arrange the numerals 1-10 in the right order.

Activities:

Materials needed: A set of number cards 1-10, ten milk cartons (236 ml. or $\frac{1}{2}$ pint) with top portion cut off and each one numbered with 1 numeral, and paper clips. Practice arranging the numeral cards in order with the child. Next have the child build a "Number" train by arranging the milk cartons in the proper sequence. Open up each paper clip and insert one on the side of each carton with the "hook" side out. In this way the child can "link" them together in the proper sequence to form a train. If the child makes an error, he/she can simply unhook each carton and place it in its proper place. Encourage the child to recall his experience with the number cards in order to help him "link" the number train.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given either the number cards or the milk cartons the child will be able to arrange them in the proper order without assistance for three days in a row.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____ Signature _____ Title _____

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 07901 A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to associate numerals from 1-10 with the counting sequence and write the correct numeral.

Activities: What will be done, when, how much (time), by whom?

Make flashcards of the numerals from 1-10. Make dot flashcards with 1-10 dots for each card. Practice learning the names of the numerals by having the student play the game "Concentration." The dot cards are placed in one row and the numeral cards beneath. The student looks at a dot card, counts the dots, then selects a numeral card and if he can match the dots with the numerals, he can remove the two cards for 2 points.

Game 2

Place the numeral cards on the table, face up. Give the student some counters (beans, chips, etc.) and the student will place the correct number of counters over the matching numeral he chooses. A variation would be to shuffle the cards and do the preceding activity in a random order replacing the card in the deck if the correct number of counters is not used.

Activity 3

Make a dot sheet with each square containing from one to 10 dots. The student will write the correct number of dots in each square.

Game variation: Two students can play Tic-Tac-Toe by trying to write the numbers 3 in a row while the opponent tries to do the same.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given any array of 1-10 dots or other objects, the student will write the correct numeral with 100% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____ or _____
Last First Grade _____

Content Area: Math (Readiness) Skills List Ref. No. None

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to count starting at any given number between 1-10 and go on up to 10.

Activities:

Start with whatever number the child has mastered in counting. Put five blocks on a strip of paper, count the blocks with the children. Tell them that you are going to cover some blocks. Now point to the covered blocks and ask them to count on the rest: two, three, four, five.

Repeat this activity covering and adding more blocks.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to take any given numeral between 1-10 and continue the counting sequence on up to 10.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____ Signature _____ Title _____

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First

Age _____
or

Grade K-2

Content Area Math Skills List No. 07901

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to count from one to nineteen.

Activities: What will be done, when, how much (time), by whom?

Three students are needed for this activity. A game board is drawn with chalk or tape on the floor or on the playground. It consists of nineteen squares in a row. One student stands in the center square (marked with an x). The other students stand at either end of the game board and take turns throwing a single die. When a student rolls a number on the die, the student on the game board faces that person and walks the number of steps indicated by the die, counting aloud as he walks. Then he turns to face the second student, who in turn, throws the die. The game continues until the student walks off one end of the game board. An element of probability may be added to the activity by requiring that a student roll the exact number required to get the child off the board.

This activity adapted from Math Their Way, by Mary Baratta Lorton.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will count correctly to nineteen.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or

Grade K-1

Content Area Math Skills List No. 07901 B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to count to twenty, and to recognize the numbers in their proper sequence.

Activities: What will be done, when, how much (time), by whom?

On one inch graph paper outline a five inch by four inch square. Beginning with the square in the upper left hand corner, number the squares from one through twenty as shown below:

1	4	5	6	7
2	3	10	9	8
13	12	11	18	19
14	15	16	17	20

The student must track the sequence of numbers from one through twenty by drawing a line beginning with number one and continuing through twenty. As he crosses each number he must say the name of the number.

This activity may be modified to meet the needs and skill level of the student being taught.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will say the numbers from one through twenty without error and will pick the numbers in their correct sequence when shown the numbers in random order.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____
Last First or Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 07901B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To familiarize the student with the arrangement of the numbers 1-100 and the various patterns found in the numbers 1-100.

Activities:

Make a hundreds board. Take a sheet of 100 bathroom tiles (1" by 1") and number each tile with the numbers 1-100. Make a board (tagboard) with the numbers 1-100 written on it. The squares on the board should be the same size as the corresponding tiles. In pairs; students time themselves to see who can place all 100 tiles on the board in the least amount of time. If the tiles purchased are on sheets, use the sheet of tiles as a guide to make the hundreds board.

Source:

Drill and Practice, and Banking on Problem Solving.
Robert Writz; Curriculum Development Associates.
(Available through Oregon Math Council, Salem, Oregon.)

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will place all tiles 1-100 correctly on the hundreds board.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____ Signature _____ Title _____

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 07901 B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to associate numerals from 1-100 with the counting sequence and be able to write the numerals correctly.

Activities: What will be done, when, how much (time), by whom?

Make a number sheet or board with 100 squares. Make 100 number cards the same size as the squares with all numerals from 1-100. The student will draw each numeral randomly and count the squares from left to right to determine the correct number. Another activity would be to provide the student with a sheet of paper divided into 100 squares. The student can practice writing the numbers on the proper sequence. In the initial stages, the teacher may write in certain numbers and have the student fill in the blanks.

The teacher can provide a series of containers with a definite number of counters in each. The student can be given a chart to fill in the number of counters in each by writing the correct numeral.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a sheet of paper with 100 squares, the student will correctly write the numerals from 1-100 with 100% accuracy, or given a series of objects to count, the student will write the correct numeral of each group with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First Age _____
or Grade _____

Content Area MATH Skills List No. 07901 C

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to associate numerals from 1-1,000 with the counting sequence and be able to write the numerals correctly.

Activities: What will be done, when, how much (time), by whom?

Make a chart with columns denoting the ones, tens, hundreds and thousands. Color code each column and then make numbers from 0-9 on colored construction paper for each column. Let the student select the number for each column using the matching colors and ask him to first say the number and then write it. After he has mastered this skill, reverse the procedure and write a number from 1-1,000 and ask the student to find the correct colored numbers and place them in the proper columns. Finally, you can say the numbers and ask the student to write them.

Make flashcards of the hundreds and have the student practice repeating them, then add the ones, then the tens, and finally the thousands.

Many small group games can be devised using the counting sequence both orally and written.

To encourage students to count, create a guessing game by displaying a jar full of easily countable objects of less than 1,000. Allow the student to write down 5 to 10 numbers guessing the quantity and then ask him to count them. Establish a rule that if he can come within 20 below or above the correct number that he will win a prize. The motivation will eliminate the boredom of rote counting while the student is practicing rote counting.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of numbers by dictation from 1-1,000, the student will write them correctly with _____% accuracy. Shown a written number from 1-1,000, the student will correctly read the number with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First

Age _____
or
Grade 1-3

Content Area Math Skills List No. _____
None

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to count to one hundred by tens.

Activities: What will be done, when, how much (time), by whom?

Use unifix cubes or bean sticks to help the child visualize the concept of sets of tens.

First, have the child count out sets of ten unifix cubes and snap them together. Or, the child may count the beans on a bean stick to make sure that there are ten beans on each stick.

Begin by counting by ones. When the child gets to ten he places the bean stick or column of unifix cubes off to one side and writes the number ten. He continues counting to twenty. He then sets the bean stick or column of unifix cubes off to the side and writes the number twenty. This continues until he reaches one hundred. Then have the child count his bean sticks or columns of unifix cubes, reading from the list of numbers ten-one hundred that he has written.

Repeat the activity as often as necessary to allow the child to internalize the concept and to memorize the sequence. If desired, the same exercise may be used to teach counting by fives, threes, or any other number.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The child will correctly count to 100 by tens.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First Age or Grade 1-3

Content Area Math Skills List No. None

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To help students become aware of numbers and their importance in their daily lives.

Activities: What will be done, when, how much (time), by whom?

Have students keep a number diary for one week. They will carry this diary with them wherever they go at school and at home. When they see a number used they are to write the number and where they saw it. Every morning spend a few minutes sharing the experiences they have had. This activity will help the students to be more aware of the use of numbers, and will develop their proficiency in writing numbers.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The child will be able to tell ten places that he has seen numbers used and tell how they were used.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OP 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First

Age _____
or

Grade 4-12

Content Area Math Skills List No. None

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop the concept of the importance of numbers and their use in daily life.

Activities: What will be done, when, how much (time), by whom?

These activities should help the child to appreciate the importance of numbers and their uses.

1. Have each student make a "number profile" which includes important information about himself that is recorded as numbers or in a mathematical fashion. For example: Birthdate, age, address, phone number, driver's license, student number, zip code, grades, sports records, vision, etc.

2. Have each student try to go through one day without using numbers. Take some time in class to discuss why this is impossible.

3. Take a field trip to discover how streets are numbered and how house addresses are numbered. Make a map of your area showing streets and their relationships to the various addresses.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to name ten ways in which numbers are used in daily life and to discuss briefly each one.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____
Last First Grade _____

Content Area: Math (Readiness) Skills List Ref. No. None

Objective: What are we trying to accomplish for this student in
this content area, in this short period of time?

To teach the concept of "hundred".

Activities: .

For this activity you could help the children find 100 pebbles, or you could spray paint 100 beans one bright color. For short periods of time daily, help the child to make a group of 100 things in 10 rows of 10. Make suggestions like: "Let's make a group (or row) of 10 things until we can make a hundred." Count with the child: "Now you have ten, twenty, thirty, etc."

Criterion: What specific evidence will we accept to indicate that
the objective was attained?

When the child can make a group of ten things in ten rows to make a group of one hundred things. The child should also be able to say that he is making a group of 100 things in ten groups of ten.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____
For Dates _____ to _____
Student Name _____ Age _____
Last First or
Grade K-3
Content Area Math Skills List No. 082, 615

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce and practice the concept of grouping into sets and beginning place value.

Activities: What will be done, when, how much (time), by whom?

Needed: three colors of chips or tokens (unifix cubes, beans, buttons, etc.), about fifty of each, and a pair of dice.

Students will practice chip trading activities using three as their base for forming groups or sets. Choose values for each of the different colored chips (yellow = 3 units, blue = 3 yellows, red = 3 blues.) Place the chips in groups or piles according to their color. The first child rolls the dice, counts the number showing, and takes that number of yellow or units chips. He then groups his yellow chips into groups of three. He trades each group of three yellow chips for one blue chip. If he has any yellow chips left over that do not make a full set of three he keeps them until his next turn. Play then goes on to the next student. Whenever a student gets three yellow chips he trades them for a blue one. Whenever he gets three blue chips he trades them for a red one. The first child to get three red chips is the winner.

This activity can be done using different bases (add or subtract different colored chips as needed).

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The child will be able to count and group chips into sets of three and trade them for chips of greater value, using the correct regrouping operation without error.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 1-3

Content Area Math Skills List No. 08202 A + B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the concept of place value.

Activities: What will be done, when, how much (time), by whom?

Make place value charts from construction paper or tagboard. Rule three columns in such a way that ten chips (or unifix cubes, or lima beans, or buttons, etc.) will fit vertically on each column. Label each column by pasting one chip over each column.

Chips of counters in three different colors are needed. When working in base ten, one color chip will signify units or ones, another will signify tens, and the third will stand for hundreds.

To teach beginning place value you may wish to begin with only two columns and chip colors, and perhaps begin in a base smaller than ten.

The child begins by taking a units or ones chip and placing it on the place value board and counting 1. He continues adding chips until he has counted to ten. At that point the column will be full. He scoops off his ten units chips and trades them for one tens chip, which he places at the bottom of the tens column. He then counts, "one ten and one, one ten and two," etc. until he has used all his chips (ten each of units and tens, and nine hundreds chips).

Daily practice with this activity will help the student to become familiar with the practice of grouping according to place value.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will use a place value board and counting chips to count to (teacher's decision.)

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 1-3

Content Area Math Skills List No. 08202 A + B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the concept of place value in base ten.

Activities: What will be done, when, how much (time), by whom?

Two students are needed for this exercise. Each child needs a set of large (6" x 6") flash cards numbered from zero through nine and fastened together so that the child can flip the cards over as he counts.

The two children stand in front of the class or teacher. It is best if they can stand in front of a blackboard or bulletin board where the labels "ones", and "tens" may be placed above them.

The child in the ones place begins by counting: 0 ones, 1 one, 2 ones, etc. until he reaches 9 ones. When he flips his card over to reveal the zero, he makes a sound like a bell or nudges the student in the tens place who then flips his cards from zero to 1. The two students then count as follows: 1 ten and 0 ones, 1 ten and 1 one, 1 ten and 2 ones, etc. Every time the child in the units place reaches the number nine, he must signal to the other student who will flip his card to the next higher number while the first student flips his card to 0. Counting continues until they reach 9 tens and 9 ones.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to count to ninety-nine using ones and tens and recognize when the ones are regrouped into tens.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 1-3

Content Area Math Skills List No. 08202

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To reinforce the concept of place value and counting to one hundred.

Activities: What will be done, when, how much (time), by whom?

Make a game board that is ten inches square. Divide it into one hundred equal squares. Number the squares from 1-100 beginning in the upper left hand corner. Make a set of one hundred flash cards. On each card write a number expressed in terms of ones and tens. For example, the number 43 would be written on the card as 4 tens, 3 ones. Make a similar card for each of the numbers between one and one hundred.

The activity is begun as follows: The flash cards are shuffled and placed face down near the game board. The first child chooses a card and finds the correct number on the game board. He then marks his response with a token (bean, bottle cap, button, etc.), and play passes to the next player. If he answers incorrectly, the second player may have the chance to answer the problem. The player who places most tokens on the board wins the activity.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When given a number expressed in tens and units, the student will be able to identify the correct corresponding numeral with 90% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 2-3

Content Area Math Skills List No. 08203 A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach beginning place value concepts.

Activities: What will be done, when, how much (time), by whom?

Glue three shoe boxes together. Label the boxes as follows from right to left: ones, tens, hundreds. Make nine small bean bags. The child tosses the bean bags into the shoe boxes.

1. When he has thrown all nine bean bags he counts the number of bags that have landed in each box, totals them and marks them on the blackboard in columns marked ones, tens, and hundreds.

2. After writing the numbers on the board in their proper column, the student will give the correct name for the number he has written.

3. Continued practice with this simple game will reinforce the idea of place value. The game may be played with more than nine bean bags to help the child begin to understand the process of regrouping by place value.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given three place whole numbers, the child will correctly divide the numbers into units, tens, and hundred, with 90% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____

Signature

Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First Age _____
or
Grade 3-5

Content Area Math Skills List No. 08204 A + B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to name the place value of a given digit in a four digit numeral.

Activities: What will be done, when, how much (time), by whom?

Prepare two sets of flash cards. The first set of forty-eight cards should have four place numerals written on each card. The second set of forty-eight cards should be divided into four groups of twelve each. At the top of each card, write a place value (ones, tens, hundreds, thousands). On each card write a number that corresponds with a digit having the correct place value on one of the cards of the first set. For example: a card in set one might read 4261.

A corresponding card in set two could be labeled

or tens
6

or ones
1

thousands
4

or

hundreds
2

Make sure that each card in set two corresponds with a card in set one.

This activity may be played by one, two, or more students. The cards in set two are shuffled and placed in a stack, face down, on the table. The cards in set one are laid out, face up, on the table. A student draws a card from the stack, reads the digit and place value, and then has five seconds to match that card with one of the cards on the table. If he can do so correctly, he keeps the cards and is awarded one point for his correct answer. If he cannot make a correct match, the card is placed at the bottom of the stack.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will name the place value of any digit in a four digit numeral.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 1-6

Content Area Math Skills List No. 082, 615

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will develop the concept of place value.

Activities: What will be done, when, how much (time), by whom?

Prepare place value mats using 9" x 12" sheets of blue and white construction paper. Using unifix cubes, the students will play a counting game in base 4. First, the children must supply a nonsense name for a set of four unifix cubes (zurkle, blurb, etc.).

Rules of the game:

1. Only single unifix cubes may be placed on the white (right) side of the place value board.
2. When four unifix cubes are accumulated on the right side of the board they are snapped together and moved to the left (blue) side of the board.
3. Every time a fourth single unifix cube is placed on the right side of the board, the students must say the nonsense name that they have chosen.

Example: If you were to add single unifix cubes to the right side of the place-value board, you would count as follows: 1, 2, 3, zurkle. The cubes would then be snapped together and moved to the left side of the board. Counting would then resume; one zurkle and 1, one zurkle and 2, one zurkle and 3, Zurkle. Counting would then continue; two zirkles and 1, two zirkles and 2, two zirkles and 3, zurkle. Counting would resume; three zirkles and 1, three zirkles and 2, three zirkles and 3 STOP. Always stop before you have as many zirkles as it takes to make up one set of zirkles, (in this case, 4). Now you may subtract as follows: Three zirkles and 3, three zirkles and 2, three zirkles and 1, zurkle. Continue until you have reached 0 zirkles and 0. Each time you run out of single cubes on the right side of the board, a zurkle must be borrowed from the left side and taken apart to form four single cubes. This may also be done with bases other than 4.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Students will be able to add and subtract one and two digit numbers in bases of less than ten using a place value board with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____

Signature

Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
 Last First or
 Grade 2-5

Content Area Math Skills List No. 08501, 08502

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the expanded notation form of a number.

Activities: What will be done, when, how much (time), by whom?

Prepare laminated activity sheets or cards as follows: Divide a 1 1/2" x 2" box into twelve equal squares 1/2" on each side. Above this box of squares make a 1/2" x 1" horizontal row, also divided into 1/2" squares. Label the columns as follows: hundreds, tens, ones.

Example

2	4	3
---	---	---

Write a two or three digit number in the row above the box. (example = 243).

2	0	0
	4	0
		3

The student finds the ones, tens, and hundreds place of the number. Beginning with the hundreds place, the student writes the number of hundreds in the correct column, and zeros in the tens, and ones column (200). He then counts the number of tens, writes that number in the correct column, and writes a zero in the ones column (40). He then counts the number of ones or units, and writes that number in the units column (3). By adding the numbers together he will determine that he has correctly divided the problem into hundreds, tens, and units.

The student then changes the addition sentence from vertical to horizontal form ($200 + 40 + 3 = 243$). This is the expanded notation form of the number 243. Continue this exercise until the student becomes proficient.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten two- or three-digit numbers, the student will correctly find and write the expanded notation form of the numbers with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____

Signature

Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade K-1

Content Area Math Skills List No. 08801

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to identify the numbers 0 - 10 in sequence and to identify missing numbers in the sequence.

Activities: What will be done, when, how much (time), by whom?

Prepare activity sheets with number lines showing the numbers from 0 to 10. On the first number line, label all the numbers from 0 to 10. On following number lines, omit one or two numbers from the line.

To begin, have the child count the first number line. Make sure that he places his finger or pencil tip on each number as he counts. Then begin with other number lines. When the child encounters an empty space he will supply the missing number. If he cannot do so, have him look at the first number line, read it aloud, and find the space where the missing number is. He should then be able to complete the number line with the missing number.

Continue with this activity until the child becomes proficient at counting from one through ten and in identifying missing numbers in the sequence.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The child will be able to count from zero through ten using a number line as a guide, and will be able to identify missing numbers in the sequence, and correctly provide the correct number, with 90% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or

Grade 4-6

Content Area Math Skills List No. 08805

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to use a number line to find positive and negative numbers.

Activities: What will be done, when, how much (time), by whom?

Make a number line with thirty-one dots, each dot being one inch from the other.

Example:

-15 -14 -13 -12 -11 -10 -9 -8 -7 -6 -5 -4 -3 -2 -1 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Number the center dot 0. To the left of the center number from -1 through -15. To the right of center number from 1 through 15. Make a spinner with six sections. Label them as follows: 0, +1, -1, +3, -3, 0, +2, -2.

Two or more students may participate. Students place a marker on the 0. The first student spins the spinner. He moves his marker to the right or left according to the positive or negative number that is shown on the spinner. He names the positive or negative number he has landed on and then play passes to the next student. The object of the activity is to move the marker off either end of the gameboard.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will identify five positive and five negative numbers on a number line and show the direction that must be moved to find a positive or negative number.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade K-2

Content Area Math Skills List No. 09101

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student odd and even number.

Activities: What will be done, when, how much (time), by whom?

The student may use Unifix Cubes, Cuisenaire Rods, centimeter blocks, or other form of blocks or cubes. He begins the activity by taking a handful of cubes from the box and laying them in front of him. He then makes two trains of blocks and places them alongside each other. When he has used all the cubes he counts the number that he has used. If the two trains are equal in length then the number is even. If the two trains are not equal in length, the number is odd. Allow the student to experiment with this activity until he feels comfortable doing it.

Extensions of the activity include: finding all the even and odd numbers between one and fifty, and drawing pictures of even and odd numbers using graph paper.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will determine if a number is even or odd by using Unifix Cubes or other types of blocks with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade K-2

Content Area Math Skills List No. 09101

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to recognize even and odd numbers.

Activities: What will be done, when, how much (time), by whom?

Prepare a game board with thirty spaces from start to finish. Randomly label each space using the words "even," or "odd." Make two sets of thirty flash cards. On each card in the first set, write three numbers, two being even and one being odd. On each card in the second set, write three numbers, two being odd and one being even. On the back of each card in the first set write the word "odd." Write the word "even" on the back of each card in the second set. Prepare a spinner with four sections: 0,1,2,3.

To begin the activity the first child spins the spinner. He moves the marker the correct number of spaces and then chooses an "even" card or an "odd" card, depending upon where he has landed. He must then identify the even or odd number on the card. If he can correctly identify the even or odd number, he may leave his marker on the spot where he has landed. If not, he must return his marker to the space where he began his turn. The winner is the first player to cross the finish line.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When shown sets of three numbers, two being even and one being odd, or two being odd and one being even, the student will correctly identify the even or odd number and name it as being odd or even, and will do so with 90% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 1-3

Content Area Math Skills List No. 09101A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify even and odd numbers to 100, using a number line.

Activities: What will be done, when, how much (time), by whom?

Each student should make two number lines from 0 to 100 on adding machine tape or other paper strips. On the first number line, have the student take his pencil and begin with the number 0. Connect every other number up to 100 (0 1 2 3 4 5 6 7 8 9 10 etc.) Have the child explore the numbers that he has connected to discover any similarities. He should discover that every number in the one's place is either a 0, 2, 4, 6, or 8. When he has made this discovery you can tell him that any number with a 2, 4, 6, 8, or 0 in the one's place is an even number.

Repeat the process for the odd numbers, beginning with the number 1.

For seat work exercises a child could be asked to find all the even or odd numbers in a sequence and circle them.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a sequence of at least ten numbers, the child will be able to identify all the odd and even numbers, using a number line for reference.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 2-4

Content Area Math Skills List No. 09401 A and B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to identify prime numbers less than fifty, and to give the correct definition of a prime number.

Activities: What will be done, when, how much (time), by whom?

Cuisenaire Rods can be used to effectively teach this principle. Have the child take seven white rods and make as many rectangular patterns as possible. Only one rectangular pattern is possible, being a long narrow rectangle one rod wide. Have the child experiment with other numbers. Each time the child encounters a prime number, the only possible rectangle will be a train of rods that are one rod wide. When the child has discovered that some numbers of rods may be formed into only this type of rectangle, question the child to see if he can figure out the answer. If he does not come up with the answer that these numbers only have two factors: themselves and one, you may give him that reason, and explain to him that the name given to these numbers is "prime numbers". Have the child try to find all the prime numbers between one and fifty, using this method.

The prime numbers between one and fifty are: 1, 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a set of ten numbers with values less than fifty, five being prime numbers, the student will find the five prime numbers using Cuisenaire Rods, and will correctly state why they are prime numbers.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____
Last First or Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 09701A & C

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop the concept of number at the symbolic level. Addition.

Activities:

Materials needed: Any number of counters between 2-10, empty margarine bowls or $\frac{1}{2}$ pint milk cartons with tops cut off, and recording paper. It is recommended that a child go through this activity before he is asked to accept the fact that $2+3 = 5$, or $3+1 = 4$.

1. Children will work in pairs.
2. The teacher will give each pair a certain amount of counters (beans, chips, etc.), such as 5 and count them: "We have 5 beans. No more, no less."
3. Taking the bowl, the teacher places a hidden amount of counters on top of the bowl and guess the amount of counters under the bowl. Teacher should not remind student that there are always 5 counters, (concept of conservation of number), he should make his own conclusions.
4. Have students work in pairs, one student placing a hidden amount of counters under the bowl and the remaining on top. The other student must guess the hidden amount. Students with the most correct guesses win.
5. After the students have done this for a few days, they can record all the possible problems for a given number on the recording paper. On the paper the bowl is represented by an upside down U. The teacher may later introduce the addition symbol on the left hand side of the upside down U.

Source: Math Their Way. Mary B. Lorton; Addison Wesley Publishing Company.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

1. Child should be able to reason that $0+3$, $1+2$, $3+0$ are all combinations for the sum of 3, or that $0+5$, $1+4$, $2+3$, $4+1$, $5+0$ all add up to 5.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____
or _____
Last First Grade _____

Content Area: Math (Readiness) Skills List Ref. No. 09701A & 09701C

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop a concept of number and extend this into the operation of addition and number at the symbolic level.

Activities:

Materials needed: Paper drinking cups or two ounce drinking portion cups, lima beans spray painted yellow, green or red on one side only and bean recording sheets (plain 8" by 11½" paper sectioned off into eight boxes) where you will have a drawing of the beans in each box (run off separate sheets for every different number that is being used or studied). Example: If 5 beans are being used for an activity, each box should have a drawing of 5 lima beans.

Study the number 3 to begin. Children work in pairs. One cup and 3 beans per pair of students.

1. To introduce the activity, have 1 child place the beans in the cup, shake and toss on the table. Whatever amount of beans you use--make sure only one color is used such as all beans green on one side, white on the other.
2. Before the "tosser" reveals what the beans look like under the cup; the partner attempts to guess how many white came up and how many yellow beans came up. All the children are to experiment.
3. Give each student a three-bean recording sheet. Now the children may work individually tossing the beans, coloring in their findings (with a green crayon) on the recording sheet. Rule: Each combination may be recorded only once. Children must toss until they have found all the possibilities. "Can you toss to get all white beans?" Do this activity for the 5, 7, 8, etc. Recommend 3 to 4 days instruction.
4. As an extension to this activity have the children express their "toss" in symbols. 1 white + 2 green = 3, etc. Have them make a flash card for all the combinations.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Student will be able to color and record all of the combinations for the given number of beans. Example: 0 white + 5 green = 5, 1 white + 4 green = 5, 2 white + 3 green = 5, 3 white + 2 green = 5, 4 white + 1 green = 5, and so on.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 09701 A, B, C

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will identify the names of the terms used in addition, ie. sum, addend, + (plus) and = (equals) in horizontal addition.

Activities: What will be done, when, how much (time), by whom?

Make a laminated chart with squares for the addends, sum and the signs for plus (+), and equal (=). Above the squares, will be written the names of the signs and number. Using numbers on squares of paper, grease pencil, dice, or cards, or chips for small children (counters), teacher will create problems for the student to solve by saying "put (any number) in the addends square. Put (any number) in the other square. Find the sum." The student will read the problem aloud as he solves the problem.

Example: 3 beans plus 2 beans equal 5 beans.

The teacher/aide asks: How many beans are in the sum? How many in the first addend? The second? And so on.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given any horizontal single digit addition problem, the student will correctly name (addends, sum) and signs (plus, equal) with 100% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First Age _____
or Grade _____

Content Area MATH Skills List No. 10001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will learn the associative relation in addition of single digit numbers.

Example: $(3 + 5) + 8 = 3 + (5 + 8)$

Activities: What will be done, when, how much (time), by whom?

Using a "Math Balance," wright down the left side with any number of single digit numbers. The student to see how many combinations he can discover by adding weights to the right side until the scales balance. The student should record the different combinations of numbers used to make the scale balance.

If a Math Balance is not available, counters can be used to group the objects prior to suming. The student can be asked to find as many possible combinations as they can discover.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of problems such as $(3 + 5) + 8 =$, the student will complete the equation illustrating the associative principal with _____% accuracy.

Example: $3 + (5 + 8)$.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 10002

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to use the commutative relation in simple single digit addition.

Example: $2 + 3 = 3 + 2$

Activities: What will be done, when, how much (time), by whom?

Using counters for younger children and numbers for older children, give them a series of addition problems and have them show how they can get the same answer by changing the order of the addends.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of addition problems, the student will demonstrate his ability to regroup the addends with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 2-3

Content Area Math Skills List No. Rounding Numbers

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to round to the nearest ten.

Activities: What will be done, when, how much (time), by whom?

Make one hundred flash cards numbered one through one hundred. Make eleven flash cards numbered by tens from zero to one hundred (0, 10, 20, 30, etc.). Lay out the tens cards on the table facing up. Shuffle the large deck of cards and place them in a pile face down. The student draws a card and then points to the nearest ten card on the table. A point is given for each correct answer. Time limits of three to five seconds may be placed on the student to make the game more challenging.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten numbers from zero to one hundred, the student will round them to the nearest ten with 90% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area MATH Skills List No. 10301

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to estimate the sum of four addends by rounding the addends to the nearest ten.

Activities: What will be done, when, how much (time), by whom?

Make flashcards using numbers from 1-100, but not using 10, 20, 30, 40, 50, 60, 70, 80 or 90. Ask the student to tell you which of the numbers can be rounded off to the next highest 10, 20, 30 etc., and then give the student some problems involving any four of the flashcards and ask him to estimate the answer by rounding them off to the nearest 10 and adding the addends by counting by tens. The flashcards can have the correct answer on the reverse side so the student can work independently.

The student should be taught that numbers of 5 or greater are rounded off to the next highest 10 and numbers of 4 to 1 are rounded off to the lower closest ten.

Example: $25 = 30$, $24 = 20$, $5 = 10$, $4 = 0$, $15 = 20$, $14 = 10$.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of single and double digit numerals, the student will round them off to the nearest 10 with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 10302

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given an addition sentence of four or more addends and an estimated sum, the student will determine the estimation techniques used to round the addends in arriving at the answer.

Activities: What will be done, when, how much (time), by whom?

Give the student a sheet of addition sentences of four or more addends and an estimated sum. For example: $32 + 8 + 11 + 23 = 70$

$$(30) (10) + (10) 20 = 70$$

The student will fill in the blanks below each addend rounding off each to the nearest 10 or hundred.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of addition sentences of four or more addends and an estimated sum, the student will round off the addends to the nearest ten and hundred with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
 Last First or
 Grade _____

Content Area MATH Skills List No. 10601 A and B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to re-write an addition sentence, involving no regrouping, in expanded form. Example: $22 + 7 = (20 + 2 + 7) = 20 + 9 = 29$. He will also write a number sentence corresponding to the expanded notation form:

Example: $40 + 3 + 5 = 43 + 5$ or $40 + 8 + 8$

Activities: What will be done, when, how much (time), by whom?

Make a chart with columns for hundreds, tens, and ones. Then make color coded numbers from 0-9 for each column. Ones - green, Tens - blue, hundreds - red. As in the example $22 + 7$, the student will place a 2 in the tens column, a 2 in the ones column, and a seven in the ones column under the two.

$22 + 7$

Hundreds	Tens	Ones
	2	2
		7

$$\begin{array}{r} 2 \text{ Tens} = 20 \text{ Ones} \\ + 2 \text{ Ones} \\ + 7 \text{ Ones} \end{array}$$

NOTE: As the student begins, you may wish to fill in several of the blanks and when his mastery increases, leave more blanks empty for the student to fill in.

(Write in expanded form)

$$\begin{array}{r} 20 + 2 + 7 \\ 20 + 9 \end{array}$$

$22 + 7 = (2 \text{ Tens} + 2 \text{ Ones}) + 7 \text{ Ones}$
 $\downarrow \quad \quad \quad \swarrow \quad \searrow$
 $2 \text{ Tens} + \boxed{9} \text{ Ones}$
 or $\boxed{29}$

$22 + 7 = (2 \text{ Tens} + 2 \text{ Ones}) + 7 \text{ Ones}$
 $\downarrow \quad \downarrow \quad \downarrow \quad \downarrow$
 $10 + 10 + 2 \text{ ones} + 7 \text{ Ones}$
 $\downarrow \quad \downarrow \quad \downarrow \quad \downarrow$
 $20 + 2 \text{ Ones} + 7 \text{ Ones}$
 $\downarrow \quad \downarrow \quad \downarrow$
 $20 + 9 = 29$

$40 + 3 + 5$
 $\downarrow \quad \downarrow \quad \downarrow$
 $\boxed{43} + \boxed{5}$
 $\downarrow \quad \downarrow$
 $\boxed{48}$

or

$40 + 3 + 5$
 $\downarrow \quad \downarrow \quad \downarrow$
 $\boxed{40} \quad \boxed{8}$
 $\downarrow \quad \downarrow$
 $\boxed{48}$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of addition sentences and expanded notation addition sentences, the student will write them in one form to the opposite with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____ Signature _____ Title _____

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 10602 A and B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given an addition sentence, the student will be able to identify an expanded notation solution to the number sentence (involving regrouping).

Example: $22 + 7 = (20 + 2 + 7 = 20 + 9 = 29)$ And will identify a number sentence corresponding to the expanded notation form (involving regrouping) objective.

Example: $40 + 6 + 7 = 40 + 13 = 53$
 $(46 + 7)$

There are many examples in standard classroom texts. One of the better individualized programs that has workbooks for these problems is the Edits TELAR Individualized Math Program.

Activities: What will be done, when, how much (time), by whom?

Write the addition sentences in the following manner?

$$\begin{array}{r} 22 + 7 \\ \downarrow \quad \downarrow \quad \downarrow \\ \boxed{20} + \boxed{2} + \boxed{7} \\ \downarrow \quad \downarrow \\ \boxed{20} + \boxed{9} \end{array} \quad \left. \begin{array}{l} \text{x ten} \\ \text{ } \end{array} \right\} 20 + 2 + 7 = 20 + 9$$

$$\begin{array}{r} 40 + 6 + 7 = 53 \\ \downarrow \quad \downarrow \quad \downarrow \\ 40 + 13 = 13 \\ \downarrow \\ \boxed{53} \\ \downarrow \\ 40 + 13 = 53 \end{array}$$

$$\begin{array}{r} 40 + 6 + 7 = 53 \\ \downarrow \quad \downarrow \quad \downarrow \\ 46 + 7 = 53 \\ \downarrow \\ \boxed{53} \\ \downarrow \\ 46 + 7 = 53 \end{array}$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of addition sentences written in expanded notation involving regrouping, the student will expand the number sentence and identify the number sentence from the expanded form with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 10901 A and B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given an addition number sentence using word names, the student will identify the corresponding number sentences using numerals (three plus six is nine = $3 + 6 = 9$) and given a number sentence using numerals will identify the corresponding number sentence using word names ($3 + 6 = 9$) = (three plus six is nine).

Activities: What will be done, when, how much (time), by whome?

For an oral activity, the teacher can say the number word names or for a written activity make flashcards writing the names: one, two, three, etc. The cards can be used like a deck of cards and as the student draws a number name he writes the corresponding numeral to make an addition problem. He finishes the problem by writing the number name. The reverse of the above proces can be used with a deck of number cards (real cards can be used in this case) and the student will write the number names.

Example 1: The student selects 2 cards with names

four + six =

The student writes: $4 + 6 = \text{ten}$

Example 2: The student selects 2 number cards

$3 + 5 =$

The student writes: three + five, = 8

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of problems involving the names of numbers and the numerals. The student will write the addition sentence using numerals for names and names for numerals with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade K-1

Content Area Math Skills List No. _____ None

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the concept of addition using Cuisenaire Rods.

Activities: What will be done, when, how much (time), by whom?

Cuisenaire Rods are a good way to introduce number sentences (equations) without making the child deal with number symbols. Use standard Cuisenaire Rods. These exercises may be done orally or may be written. When writing number sentences using Cuisenaire Rods, use the standard abbreviations for the rods which are:

w-white	d-dark green
r-red	k-black
g-green	n-brown
p-purple	e-blue
y-yellow	o-orange

Begin by allowing the children to have free exploration with the rods. Then take single rods and have the children match them. To introduce the process of addition or combining rods, choose a rod, lay it on the table, and have the child find two rods that are as long together as the one you have chosen. When the child makes a match tell him the number sentence he has created and have him repeat it. For example if you chose an orange rod, the child might place two yellow rods next to it to make a match. You would say, "yellow plus yellow equals orange." Continue this activity for a few minutes daily until the child becomes familiar with the concept of combining rods to make a "train" of equal length.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten Cuisenaire rods (longer than white) the child will find pairs of rods which make a train the same length and state the number sentence that defines the operation with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 11201 A and B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given an addition number sentence ($5 + 4 = 9$) the student will set up the problem in vertical form $\begin{array}{r} 5 \\ + 4 \\ \hline 9 \end{array}$ and given the vertical form will write the sentence form.

Activities: What will be done, when, how much (time), by whom?

Given the student a series of addition sentences and have him write them in vertical form, then do the opposite by giving the student vertical problems and ask them to write them in sentence form.

Activity 1: Set up a number grid and ask the student to write the sentence form on the right and the vertical form below.

$\begin{array}{ c c c } \hline 3 & 1 & 4 \\ \hline 5 & 2 & 7 \\ \hline 8 & 3 & 11 \\ \hline \end{array}$	$\left. \begin{array}{l} \\ \\ \end{array} \right\}$	$3 + 1 = 4$
		$5 + 2 = 7$
		$8 + 3 = 11$

$\begin{array}{r} 3 \quad 1 \quad 4 \\ + 5 \quad + 2 \quad + 7 \\ \hline 8 \quad 3 \quad 11 \end{array}$
--

Activity 2: Make cards with identical problems but using the vertical form and the sentence form. Use them to play concentration or leave them face up and ask students to match the problems.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of addition problems in sentence form or vertical form, the student will write the opposite of each problem with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

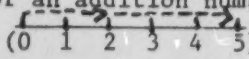
School: _____ District: _____ Area _____

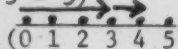
For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 11501 A and B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a number line representation of an addition number sentence, the student will write the corresponding number sentence -  = (2 + 3 = 5) and given the number

sentence (3 + 1 = 4) will identify the number line expression  (0 1 2 3 4 5)

Activities: What will be done, when, how much (time), by whom?

Using graph paper or dots, number a horizontal line and draw arrows to represent the numbers. The student will write the corresponding number sentence. Then do the reverse by giving the student the number sentence and have him draw the arrows on the number lines.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of a mixture of number line representatives of an addition number sentences and number sentences, the student will write the number sentence and draw the arrows with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____
Last First or Grade _____

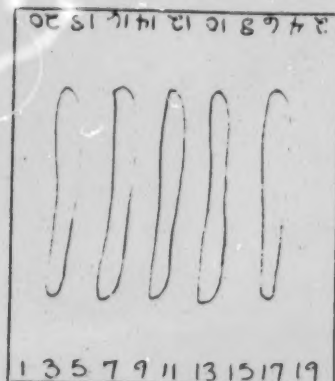
Content Area: Math (Readiness) Skills List Ref. No. 11801 & 11802

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach various combinations for different sums using the digits 1, 2, 3, 4, and 5.

Activities:

Game Materials: Beansticks made from craft sticks or tongue depressors (a 1, 2, 3, 4, and 5 stick), 1 beanstick game board for every two students, and 5 loose beans per player. A gameboard can be easily made by taking a plain piece of paper, adding numbers, and tracing 5 beansticks in the center. These should remain blank. (See drawing.)



Game Rules: Players have the option to choose odd or even numbers, or arrange the beansticks on the blank spaces in any manner he wishes. Once an option is chosen, players can take turns arranging the sticks at the beginning of every game. 1) Each player must pick up "neighbor" beansticks to add up to the sum called for on his side of the paper. Any number of beansticks can be picked up as long as they are side by side and that they add up to the given sum. 2) Game begins with "Can you pick up a 1 stick?" Player with the numeral 1 on his side starts. 3) If a player cannot pick up the given sum either one stick of any "neighbor combination" then he forfeits a loose bean to the opponent. 4) Next the player with a

2 must pick up a 2 stick and so on. The game ends when all of "neighbor combinations" for the numbers 1-20 have been picked up. The player with the most loose beans wins. In order to get the most sums (beans), the arrangement of the beansticks as well as the side played on is important. But students should discover this for themselves.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to pick up the right "neighbor combinations" for all of the sums on his side, or know when a sum is impossible to "pick up".

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____ Signature _____ Title _____

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area MATH Skills List No. 11801

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to add two single digit numbers with a sum of less than 10.

Example: $3 + 4 = \underline{\quad}$ (7)

Activities: What will be done, when, how much (time), by whom?

For younger children, start with counters that are placed on top of a prepared chart
 $\underline{\quad} + \underline{\quad} = \underline{\quad}$ so that the student can place the actual objects on the blanks.

"Fingermath" would be an excellent way to teach the concept.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of problems, the student will identify the sum of each with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade K-2

Content Area Math Skills List No. 11801

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To reinforce the concept of addition.

Activities: What will be done, when, how much (time), by whom?

Use Cuisenaire Rods for the following exercises.

Six rods of each color are needed. Player one chooses any rod except white. Player two makes a train the same length as the rod chosen by player one, by joining only two rods together. He then says the addition sentence that describes the rods. For example: if player one chose orange, and player two made a train of equal length using two yellow rods, he would say the addition sentence, "Yellow + yellow = orange."

Player two then chooses any rod except white. Player one makes a train using two rods. Repeat until a player makes a challenge that cannot be matched by using two rods.

If desired, number values may be assigned to the rods, according to their length. The game could then be played using number symbols instead of colors.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The child will be able to make addition sentences using two addends to equal a given amount, using Cuisenaire Rods as a manipulative aid.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ES/A

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 11802

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to add single digit numerals with the sum greater than or equal to 10. Example: $8 + 8 = \underline{\quad}$ (16)

Activities: What will be done, when, how much (time), by whom?

Make work sheets with problems to solve. All Math textbooks have abundant sample problems. To stimulate interest use the "Little Professor" math calculator, the "Digiter" or similar electronic games. You can also use a deck of cards and ask the student to add the number of 2 cards.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of problems, the student will identify the sum with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First Age _____
or Grade _____

Content Area MATH Skills List No. 12102

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to add 2 digit numbers plus 2 digit numbers involving no regrouping. Example: $33 + 12 = \underline{\quad}$ (45)

Activities: What will be done, when, how much (time), by whom?

Using the chalkboard, handouts, workbooks, Math texts and other teacher developed materials, the student should practice adding for speed and accuracy. Set up the problems as follows in order to help the student get ready for regrouping:

Tens	Ones
3	3
+ 1	2
4	5

or

Tens	Ones	
3	0	----- Tens
	3	----- Ones
1	0	----- Tens
+ 2	2	----- Ones
4	5	

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of problems, the student will identify the sum with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OP 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area MATH Skills List No. 12103

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to add a 2 digit multiple of ten + a 2 digit multiple of ten involving no regrouping.

Example: $40 + 50 = (90)$

Activities: What will be done, when, how much (time), by whom?

Using the chalkboard, handouts, workbooks, Math texts and other teacher developed materials, the student should practice for speed and accuracy. Set up the problems in columns marked for hundreds, tens, and ones, as follows:

Hundreds	Tens	Ones
	4	0
+	5	0
	9	0

For the advanced students regrouping can be introduced.

Hundreds	Tens	Ones
	8	0
+	7	0
1	5	0

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of problems, the student will identify the sum with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

**Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA**

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____
Last First Age _____
or Grade _____

Content Area MATH Skills List No. 12105

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to add 3 digit numbers + 3 digit numbers involving no regrouping.

Example: $111 + 343 =$ _____ (454)

Activities: What will be done, when, how much (time), by whom?

Using the chalkboard, handouts, workbooks, Math texts and other teacher developed materials, the student should practice for speed and accuracy. Set up the problems in columns marked as follows:

Example: $111 + 343 =$ _____

Hundreds, Tens, and Ones

Hundreds	Tens	Ones
1	1	1
+ 3	4	3
4	5	4

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of problems, the student will identify the sum with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Content Area	MATH	Skills List No.	12401
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For Dates _____ to _____

Content Area MATH Skills List No. 12402

The student will add a 2 digit number plus a 2 digit number involving regrouping.
Example: $47 + 26 = (73)$

Using the chalkboard, handouts, Math texts, counters, and other teacher developed materials the student should work for speed and accuracy. Initially the student may need to work with counters and Cuissenaire Rods to show how the counters can be grouped in tens. Set up the problems in marked columns as follows:

Tens	Ones
4	7
2	6
1	3

7 3

$$\begin{array}{r}
 47 = 4 \text{ Tens} + 7 \text{ Ones} + 2 \text{ Tens} + 6 \text{ Ones} \\
 + 26 = 2 \text{ Tens} + 6 \text{ Ones} \\
 \hline
 6 \text{ Tens} + 13 \text{ Ones} \\
 \begin{array}{r}
 1 \downarrow \quad \downarrow 3 \\
 \hline
 \text{Tens} \quad \text{Ones} \\
 \hline
 1 \quad \quad \quad \\
 \hline
 7 \text{ Tens} + 3 \text{ Ones} \\
 \begin{array}{r}
 \downarrow \quad \downarrow \\
 73
 \end{array}
 \end{array}
 \end{array}$$

Given a series of problems, the student will identify the sum with 7 % accuracy.

Criterion Attained: Yes _____ No _____ Date _____

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
 Last First or
 Grade _____

Content Area MATH Skills List No. 12403

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to add a 2 digit multiple of 10 plus a 2 digit multiple of 10 involving regrouping. Example: $60 + 80 = \underline{\hspace{2cm}}$ (140)

Activities: What will be done, when, how much (time), by whom?

Using the chalkboard, handouts, Math texts, Cuissenaire Rods, and other teacher developed materials, the student should work for speed and accuracy. Initially the student may need to work with counters and cuisenaire rods to learn how the counters can be divided or grouped into tens. Set up the problem in the following manner:

$60 + 80 = \underline{\hspace{2cm}}$

Hundreds	Tens	Ones
	6	0
	8	0
+		
1	4	0

140

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of problems, the student will identify the sum with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
 Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area MATH Skills List No. 12404

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to add a 3 digit number (with a "0" in the tens place) + a 2 digit number involving regrouping.

Example: $701 + 89 =$ (790)

Activities: What will be done, when, how much (time), by whom?

Using the chalkboard, handouts, Math texts, Cuissanaire Rods, and other teacher developed materials, the student should work for speed and accuracy. Set the problems up in the following manner:

$701 + 89 =$ _____

Hundreds	Tens	Ones
7	0	1
+	8	9
7	9	10

790

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of problems, the student will identify the sum with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

For Dates _____ to _____

Content Area MATH Skills List No. 12405

The student will be able to add a 3 digit number to a 3 digit number involving regrouping.
Example: $628 + 937 = (1,565)$

Using the chalkboard, handouts, Math texts, Cuissenaire Rods, and other teacher developed materials, the student will work for speed and accuracy. Set the problem up in the following manner:

$628 + 937 =$

Thousands	Hundreds	Tens	Ones
	6	2	8
+	9	3	7
1	5	6	5

1,565

Given a series of problems, the student will identify the sum with % accuracy.

Criterion Attained:	Yes	No	Date
1. The program is designed to meet the needs of the community.			
2. The program is designed to be culturally sensitive.			
3. The program is designed to be cost-effective.			
4. The program is designed to be sustainable.			
5. The program is designed to be evaluated.			
6. The program is designed to be flexible.			
7. The program is designed to be innovative.			
8. The program is designed to be transparent.			
9. The program is designed to be accountable.			
10. The program is designed to be effective.			

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Form OF 8

Student Name _____ Age _____
Last First or
Grade _____

99

Content Area MATH Skills List No. 12702

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
 Last First cc
 Grade _____

Content Area MATH Skills List No. 12703

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to add 4 addends with varying number of digits involving regrouping.

Example: $2,754 + 22 + 1,875 + 542 =$ _____ (5,193)

Activities: What will be done, when, how much (time), by whom?

Using the chalkboard, handouts, Math texts, Cuissenaire Rod, and other teacher developed materials, the student will work for speed and accuracy. Set up the problems in the following manner:

$2,754 + 22 + 1,875 + 542$

Thousands	Hundreds	Tens	Ones
2	7	5	4
		2	2
1	8	7	5
	5	4	2
5	2	9	3

5,193

Alternate Method

Thousands	Hundreds	Tens	Ones
2	1	1	
2	7	5	4
		2	2
1	8	7	5
	5	4	2
5	2	9	3

5,193

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of problems, the student will identify the sum with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
 Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 1-3

Content Area Math Skills List No. 13001 B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the =, +, and - signs and be able to perform the correct operation using each sign.

Activities: What will be done, when, how much (time), by whom?

Cut out one inch by four inch flash cards from construction paper or other heavy paper. On the blackboard write ten or more number sentences with three terms in each sentence. Leave out the +, -, and = signs. Example: You might write on the board 2, 2, 4. The student must finish the number sentence on one of the cars of his number train by supplying the correct signs. In the example above the student would write $2 + 2 = 4$. The child who finishes his problems first or who makes the longest train in an allotted period of time may be given points or declared a winner of the activity.

This activity will help the student to become more aware of operational signs and their purpose, and will also increase his ability to remember basic number facts.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten number sentences with three single digit numbers in each sentence, the child will supply the correct operational signs with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade 1-3

Content Area Math Skills List No. None

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the concept of subtraction using Cuisenaire Rods.

Activities: What will be done, when, how much (time), by whom?

Have the child choose one of the longer Cuisenaire Rods. Then have him choose a shorter one and place it alongside the longer rod. His task is to find the rod that when joined to the shorter rod will make a train as long as the longer rod. For example: if the child chose an orange (10 cm.) rod for his long rod and a red (2 cm.) rod for his short rod, he would discover that a brown (8 cm.) rod would be the missing rod. He would then be able to verbalize the subtraction equation ORANGE TAKE AWAY RED = BROWN. Allow the child to experiment with this concept and to develop his own subtraction sentences.

Follow up activities:

Make activity sheets using 1 cm. graph paper. Draw outlines of two rods of unequal length side by side on the graph paper. Have the child find which rods match the outlines on the paper. Have him find the missing rod that makes a subtraction sentence. Using the common abbreviations for the colors of Cuisenaire Rods, do the above exercises but have the child write the equations.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten sets of two unequal Cuisenaire Rods, the child will find the missing rod that makes an equal equation and write the subtraction sentence that explains what he has done, with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area Math Skills List No. 13301 A and B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to be able to identify an equivalent number sentence when shown a vertical subtraction problem, and to be able to write a vertical subtraction sentence when given a number sentence.

Activities: What will be done, when, how much (time), by whom?

Prepare activity sheets or write on the board as follows: For each problem make a vertical column of three boxes and a horizontal row of five boxes. In the horizontal row, place a minus sign in the second box and an equal sign in the fourth box. In the vertical column, write a subtraction problem. The child solves the problem in the vertical column, fills in the blanks in the horizontal row, and then states the problem. This teaches the child to identify equivalent number sentences for vertical subtraction problems. To teach the child to write a corresponding vertical subtraction problem from an existing number sentence, reverse the activity above.

Example:

$$\begin{array}{|c|} \hline 8 \\ \hline 3 \\ \hline \\ \hline \end{array} \quad \begin{array}{|c|c|c|c|c|} \hline \square & - & \square & = & \square \\ \hline \end{array}$$

The student first solves the vertical subtraction problem, then fills in the horizontal row and states the number sentence. To teach the inverse skill, give the student the number sentence, and have him fill in the vertical column.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When given a vertical subtraction problem, the student will supply an equivalent number sentence. When given a number sentence, the student will write a corresponding vertical subtraction problem.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or

Grade 1-3

Content Area Math Skills List No. 13701

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the relationship between addition and subtraction (number families).

Activities: What will be done, when, how much (time), by whom?

Use Cuisenaire Rods to develop this activity. Have the child choose a yellow rod (5 cm.) Have him place it horizontally in front of him on a table or desk. Now ask him to find as many two-rod combinations as possible that are equal to the yellow rod. He will find that the five cm. rod has four possible combinations, that a seven cm. rod has six possible combinations, etc.

When the child has found all the possible two-rod combinations for yellow, have him make addition sentences for his rod combinations. For example, he would find that (white + purple = yellow), (purple + white = yellow), (red + green = yellow), and that (green + red = yellow). You may have him say these addition sentences and then write them.

Now, without moving his display of rods, have him find subtraction sentences. For the above example he would have (yellow - purple = white), (yellow - white = purple), (yellow - red = green), and (yellow - green = red).

Have the child compare the addition and subtraction sentences that he has written. By doing this he will see that the addition and subtraction sentences use the same colors and that they are very closely related.

Assign number values to the rods according to their length. Have the child do the above exercises using number names instead of color names. This will help him to understand the inter-relationship between addition and subtraction using number symbols.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given Cuisenaire Rods with a length greater than 1 cm., the child will be able to choose two-rod combinations that are equal in length to the given rod and to write addition and subtraction sentences which describe what he has done.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 1-2

Content Area Math Skills List No. 13701

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach subtraction as the inverse of addition.

Activities: What will be done, when, how much (time), by whom?

On the board, write a list of open number addition problems with sums of ten or less. Example: $6 + \underline{\quad} = 9$. Have the child answer the problem using unifix cubes or beans and bean cups. To find the answer to the problem in the example, the student would snap nine unifix cubes together or place nine beans in a bean cup. He would then subtract or take away six cubes or beans. The number of cubes or beans remaining would equal the missing addend. The child should have a few minutes each day to work these types of problems. When writing the problems on the board, write some with the missing addend in the first term of the problem, and some with the missing addend in the second term ($6 + \underline{\quad} = 9$; $\underline{\quad} + 4 = 8$).

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The child will find the missing addend in eight out of ten problems with sums of less than ten, by using a subtractive process involving unifix cubes, beans, or other manipulatives.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First Age _____
or Grade 1-3

Content Area Math Skills List No. 13701

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the inverse relationship between addition and subtraction using a number line.

Activities: What will be done, when, how much (time), by whom?

To find the answer to a subtraction problem using a number line the child first finds the minuend (the large number), and then moves as many jumps to the left on the number line as the subtrahend (number to be subtracted or taken away) tells him to. The number he lands on is the difference or remainder. The child should be completely familiar with the subtraction process using the number line before he attempts to compare addition and subtraction processes.

To show the relationship of addition to subtraction, the child works the subtraction problem backwards. He begins with the difference or remainder, then moves to the right as many jumps as the subtrahend tells him to. He should then arrive at the minuend. By first doing the subtraction problem and then reversing the process and doing the addition problem, the student checks his work to see that it is correct, and also becomes familiar with the inverse relationship between addition and subtraction.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a subtraction problem, the student will correctly find the answer using a number line, and check his problem on the number line by adding the answer (difference) to the subtrahend. He will do so correctly eight of ten tries.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 1-3

Content Area Math Skills List No. 14701 B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach subtraction using a number line.

Activities: What will be done, when, how much (time), by whom?

Prepare a number line from 0 to 100 for each student and cover it with acetate or contact paper so that the student can use a crayon or water-based pen on it. To find the number to a subtraction problem, the student first finds the minuend (large number) on the numberline. He then counts to the left as many jumps as are indicated by the subtrahend (number to be subtracted or taken away). The number where he ends is the difference or remainder. The child should be given a few minutes each day to explore subtraction problems with the number line and to become proficient in the use of the number line as a calculating instrument.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten subtraction problems with minuends of less than one hundred, the student will find the difference by using a number line with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 1-3

Content Area Math Skills List No. 15301

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach subtraction principles using Cuisenaire Rods.

Activities: What will be done, when, how much (time), by whom?

The child chooses any Cuisenaire Rod except white. He lays it in front of him and tries to find as many two-rod combinations that will be equal to this original rod. For example, if a child chooses a yellow rod, he will have a display of rods like the following (the order may differ).

Yellow	
W	Purple
Purple	
W	
Red	Green
Green	
	Red

The child can now see that the combinations of purple-white, white-purple, red-green, and green-red are the only two-rod combinations that are equal to yellow.

Now ask the child to verbalize subtraction sentences using the display of rods he has arranged. In the example shown here the child could make the following subtraction sentences or equations:
(yellow - white = purple), (yellow - purple = white), (yellow - red = green), and (yellow - green = red).

Have the child write these sentences using the color words or the common abbreviations for the colors of Cuisenaire Rods. Assign numbers to the rods according to their length. Have the child do the above exercises, substituting numbers for the colors of the rods.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The child will be able to choose five cuisenaire rods and find two-rod combinations that are equal in length to his original five rods, and then write subtraction sentences that describe what he has done.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last _____ First _____
Age or Grade _____ K-2

Content Area _____ Math _____ Skills List No. _____ 15301

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To reinforce the concept of subtraction.

Activities: What will be done, when, how much (time), by whom?

Use Cuisenaire Rods for the following activities:

Two may play this activity. Six rods of each color are needed. Player one chooses a rod greater than white and places a smaller rod beside it. Player two must find the rod that will make the two trains equal in length. He then says the subtraction statement that describes what he has done. For example, if player one chooses an orange rod and places a green rod beside it, player two will find that a black rod makes both trains equal and will say the subtraction sentence, "orange - green = black."

Player two then picks two rods of unequal length and player one must find the missing rod and say the correct subtraction sentence. Play ends when one player correctly answers ten problems. Number values may be assigned to the rods according to their length. The game would then be played using numbers instead of color names.

An expanded activity would be to let one player choose one rod, and the second player choose two rods that are equal to the first rod and then to state the subtraction sentence.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten sets of two unequal length Cuisenaire Rods, the child will correctly find the missing rod that completes the equation and correctly state the subtraction sentence and do so with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature _____ Title _____

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____
For Dates _____ to _____
Student Name _____ Age _____
Last _____ First _____ or _____
Grade 1-2
Content Area Math Skills List No. 15301

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach simple subtraction without regrouping.

Activities: What will be done, when, how much (time), by whom?

Prepare for this activity by making a window card of acetate approximately four inches by six inches. Put tape around the outside edges of the card.

The child places six manipulatives in a row in front of him. Ask him to use his window card to "wall off" four of the manipulatives. To do this, the student places the acetate sheet behind the fourth manipulative. The student can then see the four manipulatives closest to him without looking through the window, but must peek through the window to see the other two. Since he knows that he began with six manipulatives, he may verbalize his operation as "six wall off four is two." Let him continue with six manipulatives until he has explored all the possible combinations of six. Then go on to other numbers between one and ten.

As an extension of this activity, the child could write down his operations in either vertical or number sentence form on a separate sheet of paper.

This activity adapted from Math Their Way, by Mary Baratta-Lorton.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly find the differences in eight of ten subtraction problems with minuends of ten or less by using the "walling off" technique.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area Math Skills List No. 15301 - 15305

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach subtraction without regrouping using bean sticks.

Activities: What will be done, when, how much (time), by whom?

Prepare bean sticks as follows:

Glue ten beans on each popsicle stick. Make 125 sticks. Use 100 of the ten-bean sticks to make rafts of ten sticks each. Glue them together using two popsicle sticks across the back of the rafts. This will give you ten rafts that represent 100.

Put 100-200 loose beans in a small can or jar, to be used as units or ones. To teach or practice subtraction skills, use the following exercise:

To subtract a smaller number from a larger one, the child first shows the larger number using his bean sticks. For example, the number 47 would be shown with four sticks and seven loose beans. To subtract 42 from 47 the child would remove two loose beans and four sticks. He would then count the difference (5).

Continued daily practice with bean sticks will help the child to learn subtraction facts, to develop understanding of the subtraction process, and to help him understand place value.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The child will correctly solve ten subtraction problems without regrouping using bean sticks as a manipulative aid.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 1-3

Content Area Math Skills List No. 15301

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To be able to subtract a one digit number from another one digit number.

Activities: What will be done, when, how much (time), by whom?

A set of dominos (either store-bought or teacher-made) is required for this activity. The students play dominos as usual, however in order to complete a turn they must be able to correctly subtract one domino from the other. A player receives one point for each correct answer. Five minutes daily will improve knowledge of basic facts. Home-made dominos can be made with as many dots as needed for the skill level of the children.

Variation: If you desire, you may place a time limit on answers for the problems.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten subtraction problems, the child will perform the operations with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or

Grade 1-3

Content Area Math Skills List No. 15301, 15302

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach instant recall of basic subtraction facts.

Activities: What will be done, when, how much (time), by whom?

Needed: Sixteen flash cards numbered 1, 2, 3, or 4 (four of each card). The first child picks up a card and says the number written on it. He then subtracts that number from twenty, without using paper or pencil. The next child draws a card and says the number, and subtracts that number from the number given by the first player. The game ends when a student is able to subtract and reach 0 (must be exactly 0).

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to subtract numbers from one through four from larger numbers up through twenty, without using paper, pencil, or other aids, with 90% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First

Age _____

or _____

Grade 1-3

Content Area Math Skills List No. 15301, 15302

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop instant recall of basic subtraction facts.

Activities: What will be done, when, how much (time), by whom?

Each child is given several tokens. For first graders, use ten or fewer. Increase the number of tokens to accommodate the skill level of your students. All children must have the same number of tokens.

One student is chosen to be the squirrel. All the other students close their eyes while the squirrel goes around the room and steals some of the tokens (acorns) from another student. When the students raise their heads, the one who has had tokens taken from his desk must correctly identify the number taken. If he can do so correctly, he is chosen to be the next squirrel.

This activity is good for a rainy day. It may also be played for a few minutes each day to reinforce learning of basic subtraction facts.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a set of ten subtraction problems, the student will quickly answer the problems without the use of pencil or paper, with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 1-3

Content Area Math Skills List No. 15302, 15303

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach basic subtraction facts with numbers less than ten.

Activities: What will be done, when, how much (time), by whom?

Make several activity boards of twelve inch square tagboard. Divide these into nine equal squares, each square having 4" sides. Number these squares in random order from one to nine. Also needed for this activity is a small can or jar and two tokens (beans, buttons, etc.).

Two or more students may participate. The first player shakes the two tokens out onto the board. He then subtracts the smaller number from the larger one. If his answer is correct he receives one point. Play then passes to the second student, and so on.

Several minutes of this activity each day will improve the student's ability to memorize the basic subtraction facts.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly answer subtraction problems with numbers of ten or less with 80% accuracy without using paper or pencil.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or

Grade 1-3

Content Area Math Skills List No. 153; 156

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To learn basic subtraction facts for numbers less than twenty.

Activities: What will be done, when, how much (time), by whom?

Cut one inch by four inch flash cards from oak tag or heavy paper.
Write a subtraction sentence on each of the flash cards. ($10 - 8 = 2$) etc.
Cut heavy strips of paper 2 1/2 inches long and wide enough to cover one
of the numbers on a flashcard. Fasten the ends of the strips to make loops.
Flatten the loops and slide them over the flash cards.

A student may practice his basic facts by placing the sliding cover
over any one of the three numbers, and then trying to name the missing
factor. Two students could play a game with each other and points could
be given for correct answers.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to correctly answer eight of ten subtraction problems with numbers of less than twenty without using paper or pencil.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or

Grade 1-4

Content Area Math Skills List No. 153

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach and drill basic subtraction facts.

Activities: What will be done, when, how much (time), by whom?

Make activity sheets on ditto masters like the example below.

NAME _____	
# of Cubes	_____
☐ - _____	= _____
☐ - _____	= _____
☐ - _____	= _____
☐ - _____	= _____
☐ - _____	= _____

The student is given a certain number of cubes, blocks, beans or other manipulatives. He records the number he will be using at the top of the page, and in the boxes along the left hand margin of the page. He places all his manipulatives in a set and begins by taking some amount away from the set. He records the number taken away in the space following the minus sign. He then counts the number of manipulatives remaining in his set. He records that number to the right of the equal sign. He then reads aloud the subtraction sentence that he has created. He continues by taking away different amounts from the set, until he has found all the possible subtraction problems found with that number of manipulatives.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will state with 90% accuracy the subtraction problems that have been studied.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area Math Skills List No. 15601 - 15605

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach subtraction with regrouping using bean sticks.

Activities: What will be done, when, how much (time), by whom?

Prepare bean sticks so that the child has units (loose beans), tens (ten beans on a popsicle stick), and hundreds (ten popsicle sticks glued together) to use as manipulative aids.

Begin with counting or trading activities. Have the child count the loose beans. When the child reaches ten loose beans he must trade for a bean stick. Let him continue with this activity until he thoroughly understands that ten loose beans are equal to one bean stick. When the child has internalized this concept he is ready for subtraction with regrouping.

To subtract a smaller number from a larger one, the child first shows the larger number using his bean sticks. For example, the number 73 is shown using three loose beans and seven sticks. To subtract 45 from 73 the child must begin by trying to take five loose beans away. When he finds that he cannot do this, he must trade one of his ten sticks for ten loose beans. He may now take away five loose beans and four sticks leaving eight loose beans and two sticks.

Continued practice with this activity will develop the child's ability to correctly solve subtraction problems with regrouping and also improve his understanding of place value.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten subtraction problems with regrouping, the child will correctly solve the problems using bean sticks as a manipulative aid.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First

Age _____
or

Grade 1-3 _____

Content Area Math Skills List No. 15601

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the concept of subtraction with regrouping.

Activities: What will be done, when, how much (time), by whom?

Needed: Three sets of different colored chips or tokens (unifix cubes, beans, buttons, etc.). Assign values for each group of chips (yellow = units, blue = three yellows, red = three blues). This activity uses base three as a starter but may be extended to use other bases.

Each child is given three red chips. The first child rolls the dice, counts the number shown, and then begins to calculate how to give away that many units. He may trade a red chip for three blue chips, and then trade blue chips for yellow chips as needed. When he has finished trading and can duplicate the number shown on the dice, he gives the correct number of chips away, and play moves to the next student. Play ends when one student is able to reach 0 chips.

Example: If a child begins with three red chips and rolls a five, he will first trade one red chip for three blue chips. He can then trade one blue chip for three yellow chips. He then takes one blue chip (valued at 3 yellows) and two yellow chips and gives them away, leaving him two red chips, two blue chips, and one yellow chip. Play then passes to the next player and continues until one player is able to give all his chips away.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Using chips or tokens, a child will be able to subtract chips in base three, regrouping correctly as needed to perform the operation.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First Age
or
Grade 2-4

Content Area Math Skills List No. 15601

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the concept of subtracting with regrouping to the tens place.

Activities: What will be done, when, how much (time), by whom?

Unifix Cubes, Cuisenaire Rods, Rubber Blocks, beans and bean sticks, or one centimeter blocks may be used to teach this concept.

Prepare a place value activity board from tagboard that can be used with the particular manipulatives you will be using. Divide the board into two sections with a vertical line, and label the sections "ones," and "tens." The ones column should be just large enough to contain a single column of ten manipulatives. The tens column should be large enough to contain ten columns of ten manipulatives. By making the place value board to fit the manipulatives, many problems may be avoided.

The student begins with ten sticks or columns of ten manipulatives. He rolls a pair of dice and then subtracts the number shown on the dice from the number on the place value board. To begin this operation, he breaks apart one of the columns of ten manipulatives and places them in the ones column. He can then subtract the number on the dice from the number of manipulatives in the ones column (unless he has thrown an eleven or twelve; in this case he must bring another column to the ones place and set this column alongside the place value board). The student continues to roll the dice, regroup from tens to ones, and to subtract manipulatives until he reaches zero.

Two students may play on their own boards and race to see who finishes first.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will demonstrate his ability to subtract by regrouping from the tens place to the ones place by performing subtraction problems using manipulative tokens such as Unifix Cubes, Number Rods, bean sticks, etc. He will perform all operations with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 15901 A and B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will learn the names of the terms used in multiplication.

Activities: What will be done, when, how much (time), by whom?

Make a chart of heavy tagboard and write the following words on it.

	x		=	
FACTOR	TIMES	FACTOR	EQUALS	PRODUCT

Laminate the board and using single digit numbers, write in the factors using a grease pencil. Ask the student to name the factors and the product. Then when the student can do this, the teacher will say "the product of 4 times the product of 2 equals the factor of 8."

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will demonstrate his knowledge of the names of the terms used by naming them in simple problems with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 15901 C

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will learn the symbols used in multiplication problems.
Example: "x", "•", no symbol as in "3(10)" and "(4)(12)"

Activities: What will be done, when, how much (time), by whom?

*Make work sheets using the symbols interchangeably, or have the student write a word sentence problem using all the symbols as in this example: three times two equals six.
 $3 \times 2 = 6$, $3 \cdot 2 = 6$, $3(2) = 6$, $(3)(2) = 6$

*NOTE: You may only want to have the student learn the "x" symbol in the beginning.
The other symbols need only be introduced in more advanced levels.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of problems, the student will demonstrate his ability to use the different symbols with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 16201

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will identify a number sentence equivalent to the vertical multiplication problem.

Example: $\begin{array}{r} 7 \\ \times 2 \\ \hline 14 \end{array}$

Activities: What will be done, when, how much (time), by whom? $\begin{array}{r} 7 \\ \times 2 \\ \hline 14 \end{array} = (7 \times 2 = 14)$

Prepare a handout of vertical multiplication problems and ask the student to write them in horizontal or sentence form.

The reverse operation can also be performed for additional practice.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of problems, the student will write them in the number sentence form with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 16501 A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

From an array of objects or dots, the student will identify the corresponding multiplication problem.

Example: $= (3 \times 5 = 15)$

Activities: What will be done, when, how much (time), by whom?

Using chalkboard, workbooks, handouts other teacher prepared materials, the student will write the number multiplication sentence that corresponds to the array of objects. An excellent workbook is published by: EDITS, P.O. Box 7234, San Diego, CA 92107

Math-Pak 20-21-22-23 Level I

Using a ditto sheet, you may make any number of sets using any one of the keys of the typewriter.

Example: AAA
AAA = $3 \times 3 = 9$
AAA

SSSS = $2 \times 4 = 8$
SSSS

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Upon seeing an array of objects the student will write the corresponding multiplication problem with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 16501 B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a multiplication sentence involving whole numbers, the student will identify an array of objects or pictures representing the multiplication sentence.

Example: $2 \times 4 = 8$ (• • • •)

Activities: What will be done, when, how much (time), by whom?

Make a column of multiplication sentences and a column of a set of matching objects that correspond to the multiplication sentence. The student will connect the sentence with the array by drawing a connecting line.

Example: $1 \times 2 = 2$ (• •)

$3 \times 2 = 6$ (• • •)

$2 \times 2 = 4$ (• •)

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a multiplication sentence, the student will demonstrate his ability to make an array of pictures, or dots that correspond to the sentence with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 16801 A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will identify the missing term or operational symbol in a multiplication sentence. Example: $5(-)4 = 2 (x)$ $\_\_ x 4 = 20 (5)$

Activities: What will be done, when, how much (time), by whom?

Make a work sheet of multiplication sentences omitting either one factor, an operational symbol (x or =) or the product and have the student fill in the missing item.

Examples: $3 x \_\_ = 18$

$\_\_ x 2 = 8$

$4(\_\_)5 = 20$

$6 x 2 () 12$

$7 x 2 = \_\_$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of problems with missing terms and operational symbols, the student will provide the missing part with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 16801 B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify the product of a multiplication problem by estimation. Example: $18 \times 11 =$ _____ ($20 \times 10 = 200$)

Activities: What will be done, when, how much (time), by whom?

Write a series of factors in multiplication sentences as follows:

$14 \times 13 =$ _____, $12 \times 17 =$ _____, $18 \times 19 =$ _____

____ $\times$ _____ ____ $\times$ _____ ____ $\times$ _____

The student will round the factors to the nearest ten and multiply the tens numbers and add the zeros that follow to find the product.

$14 \times 13 =$ _____ $12 \times 17 =$ 200 $18 \times 19 =$ _____

$10 \times 10 =$ 100 $10 \times 20 =$ 200 $20 \times 20 =$ 400

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of multiplication problems, the student will demonstrate the correct method of estimating the answer with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 17101 A and B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will be able to identify a repeated addition sentence representing the multiplication problem and will identify a multiplication phrase representing the multiplication problem. Example: $3 \times 4 =$ _____ or $8 + 8 + 8 + 8 + 8 = (5 \times 8)$
($4 + 4 + 4$ or $3 + 3 + 3$)

Activities: What will be done, when, how much (time), by whom?

Prepare a worksheet that asks the student to "write an addition sentence representing a multiplication problem and write a multiplication phrase from an addition sentence."

Example: $2 \times 3 =$ _____ ($2 + 2 + 2$) or ($3 + 3$) $6 + 6 + 6 = (3 \times 6)$
 $4 \times 2 =$ _____ ($4 + 4$) or ($2 + 2 + 2 + 2$) and $4 + 4 + 4 + 4 + 4 (5 \times 4)$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of addition sentences representing a multiplication phrase and a multiplication phrase the student will write a multiplication phrase and an addition sentence with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area MATH Skills List No. 17401 A and B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will identify a multiplication sentence corresponding to the number line representation and a number line representation of the multiplication sentence.

Example:
$$\begin{array}{cccccccccccc} 1 & 1 & 1 & 1 & 1 & 1 & 1 & 1 & 1 & 1 & 1 \\ 0 & 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & \end{array} = (3 \times 3 = 9)$$

$2 \times 5 = 10$
$$\begin{array}{cccccccccccc} 1 & 1 & 1 & 1 & 1 & 1 & 1 & 1 & 1 & 1 & 1 \\ 0 & 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 \end{array}$$

Activities: What will be done, when, how much (time), by whom?

Prepare a series of problems as in the above examples and ask the student to draw the arrows for the multiplication sentence and write the multiplication sentence from the number line representation.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will correctly draw the arrows on the number lines representing a multiplication sentence and write a multiplication sentence correctly from a number line representation with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESZA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 17701

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will identify a number sentence as an example of the distributive property of multiplication.

Activities: What will be done, when, how much (time), by whom?

Prepare a worksheet with the following type of problems:

$$\begin{aligned} 8 \times (3 + 4) &= (8 \times 3) + (8 \times 4) \\ 3 \times (2 + 1) &= \underline{\hspace{2cm}} \\ 6 \times (4 + 7) &= \underline{\hspace{2cm}} \end{aligned}$$

In order to reinforce the distributive property, the student may carry out each operation to see that the answer comes out the same.

Example: $8 \times (3 + 4) = (8 \times 3) + (8 \times 4)$

$$8 \times 7 = (56) \quad 24 + 32 = (56)$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of problems illustrating the distributive property of multiplication, the student will answer the problems with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area MATH Skills List No. 17702

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will identify a number sentence as an example of the associative property of multiplication.

Activities: What will be done, when, how much (time), by whom?

Prepare a worksheet with the following type of exerciser:

$$\begin{aligned}(3 \times 5) \times 8 &= 3 \times (5 \times 8) \\ (2 \times 6) \times 2 &= \underline{\hspace{2cm}} \\ (4 \times 5) \times 4 &= \underline{\hspace{2cm}}\end{aligned}$$

In order to reinforce the associative property, the student may carry out the operations to prove for himself that the answer came out the same.

Example:

$$\begin{aligned}(3 \times 5) \times 8 &= 3 \times (5 \times 8) \\ 15 \times 8 &= \textcircled{120} \quad 3 \times 40 = \textcircled{120}\end{aligned}$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of problems illustrating the associative property of multiplication, the student will complete each problem with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Content Area	MATH	Skills List No.	
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School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name: _____ Age _____
Last First or
Grade _____

Content Area: Math Skills List Ref. No. 18001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To develop the basic concept of multiplication using manipulative materials.

Activities:

Materials needed: Toothpicks, teacher-made worksheets.

1. Have student place a given number of toothpicks such as 2 on paper horizontally then record that number on the left side of it. Next have the student place 2 toothpicks vertically over the horizontal toothpick. Now have the students count the crossing points (product) and have them write that number next to the bottom right corner. Do this activity experimenting with different numbers. Later you may introduce the symbol for multiplication and have students place it next to the top left hand corner. Have students verbalize $2 \times 2 = 4$. To make work sheets draw problems for students by providing either the horizontal toothpicks and the product, or the vertical toothpicks and the product. Student must solve the problem by placing toothpicks over the lines provided then recording his problem.



Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to place the given number of toothpicks correctly and record the proper amounts and products.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____

Signature

Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____
Last First

Age _____
or
Grade 2-5

Content Area Math Skills List No. 18001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to memorize multiplication facts.

Activities: What will be done, when, how much (time), by whom?

The "backwards buildup" method will be used five to ten minutes daily to help the child memorize multiplication facts.

On the board write the number sentences (multiplication equations) from one through twelve, using the multiplier that the child is practicing. For example, if the child is practicing his "threes" you would write the following on the board:

3 x 0 = 0
3 x 1 = 3
3 x 2 = 6
etc.
etc.
3 x 12 = 36

The child may take a few minutes to review these times tables. Then, reading aloud, the child begins at the top and reads the equations. Make sure that the child reads the entire equation aloud.

Erase the equation at the top of the column. The child then repeats that equation from memory and then reads the rest of the equations. Continue erasing the top equation until the child is able to go through all thirteen equations without error.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The child will be able to correctly say his multiplication tables for the multipliers _____ with 90% accuracy.
teacher fills in

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
 Last First or
 Grade _____

Content Area MATH Skills List No. 18001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a single digit multiplication sentence (0-9), the student will compute the product.

Example: $3 \times 2 = \underline{\quad\quad}$ (6)

Activities: What will be done, when, how much (time), by whom?

Prepare worksheets, flashcards, and commonly found problems in Math texts and Math workbooks. The student should be drilled in the basic multiplication facts until they are memorized. Work towards the goal of speed and accuracy.

Game No. 1

A game of multiplication Tic-Tac-Toe can be played in the following manner:

	0	1	2	3	4	5	6	7	8	9
1										
3										
6				18						
5			10							
8		8				48	56	64		
9										
2				8						
4				16						
7				28						

(See Attachment Under ACTIVITIES)

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of single digit multiplication sentences (0-9) the student will compute the product with _____ % accuracy in _____ minutes.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
 Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 18001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Activities: What will be done, when, how much (time), by whom?

Two may play the game. The first student selects a multiplication problem and writes the answer using red pencil. The second student using a blue pencil then selects a square and computes the product. He may choose to block the progress of the first student to keep him from getting three in a row or try to get three of his own answer in a row. The student who can get the most Tic-Tac-Toes in a vertical, horizontal, or diagonal position is the winner.

Game No. 2

Another game that can be played is concentration. The student tries to match multiplication sentences written on one card with the products on the other when the cards are face down.

Game No. 3

Another version of the above game is to have all the cards face up and have a timed speed test, or a race between two individuals who are trying to match them as fast as they can.

Game No. 4 Multiplication Battleship

This game is played just like battleship but instead of using letters on the grid, the teacher prepares a grid using numbers. Each student fills in products to represent his ships: 5 squares, 4, 3, 2, 1, in horizontal and vertical positions. To take a shot at the opponent's ships the attacker calls off the grid numbers [(horizontal first) and (vertical second)] and gives the product. The defender calls "hit" or "miss". The correct product must be given or the defender need not say "hit" or "miss". The game ends when one player loses his ships.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 18301

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a multiplication sentence involving a 2 digit and 1 digit number, the student will compute the product. Example: $43 \times 2 = \underline{\quad\quad}$ (86)

Activities: What will be done, when, how much (time), by whom?

1. Prepare work sheets.
2. Use appropriate sections of Math texts.
3. Prepare flash cards
4. The same type of games used in Skills List No. 18001 may be used for this objective by substituting the larger numbers.
5. Use a "Little Professor" calculator or "digiter".

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of problems (2 digits x 1 digit) the student will compute the product with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area MATH Skills List No. 18302

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a multiplication sentence involving 2 digits (multiple of ten) times 1 digit, the student will compute the product. Example: $20 \times 3 = \underline{\quad\quad}$ (60)

Activities: What will be done, when, how much (time), by whom?

1. Prepare work sheets.
2. Use appropriate activities in Math text.
3. Prepare flash cards for oral and written drills.
4. Allow the student to work problems on the chalkboard.
5. Adapt the games in skills list No. 18001 for these types of problems.
6. Use a "Little Professor" calculator or "digiter".

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of problems (2 digits (multiple of ten) $\times$ 1 digit) the student will compute the product with % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 18303, 18304, 18305

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a multiplication problem involving no regrouping of 3 digit and 1 digit numbers, the student will compute the product. Example: $324 \times 2 = \underline{\hspace{1cm}}$ (648), $120 \times 4 = \underline{\hspace{1cm}}$ (480), $200 \times 3 = \underline{\hspace{1cm}}$ (600)

Activities: What will be done, when, how much (time), by whom?

1. Prepare work sheets.
2. Use appropriate activities in Math text.
3. Prepare flash cards for oral and written drills.
4. Use the chalkboard for solving problems.
5. Use the games in No. 18001 for these problems.
6. Have the student work for speed and accuracy.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of problems (3 digit x 1 digit) the student will compute the product with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
 Last First or Grade _____

Content Area MATH Skills List No. 18306 to 18311

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will compute the product of a multiplication problem involving no regrouping of 2 digit x 2 digit numbers, 3 digit x 2 digit, and 3 digit x 3 digit.

Examples: $44 \times 21 = \underline{\hspace{2cm}} (924)$, $321 \times 32 = \underline{\hspace{2cm}} (10,272)$, $403 \times 12 = \underline{\hspace{2cm}} (4,836)$,
 $421 \times 212 = \underline{\hspace{2cm}} (89,252)$, $302 \times 323 = \underline{\hspace{2cm}} (97,546)$, $600 \times 431 = \underline{\hspace{2cm}} (258,600)$

Activities: What will be done, when, how much (time), by whom?

1. Prepare work sheets
2. Use appropriate activities from Math texts and workbooks.
3. Students can use the chalkboard to make their own problems or solve those given by the teacher.
4. Teach the operation by using the following format, and when the student is ready, do not make the square for him to see if he will move to the tens, hundreds and thousands without your help.

		3	2	1
	x		3	2
			6	4
				2
+	9	6	3	
1	0	2	7	2

			4	2	1
		x	2	1	2
				8	4
					2
+	4	2	1		
8	4	2			
8	9	2	5	2	

or

			4	2	1
		x	2	1	2
+					

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of problems, the student will compute the product with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
 Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
 Last First or Grade _____

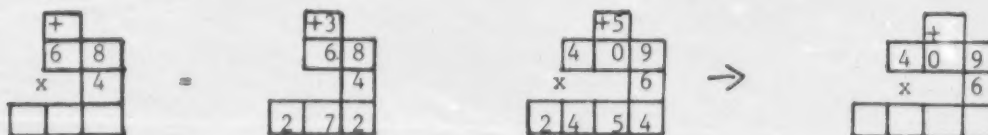
Content Area MATH Skills List No. 18601, 18602

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a series of multiplication problems involving regrouping of 2 digit and 3 digit x 1 digit numbers, the student will compute the product. Example: $68 \times 4 = (272)$, $409 \times 6 = (2,454)$

Activities: What will be done, when, how much (time), by whom?

1. Prepare work sheets.
2. Use appropriate activities from Math texts and workbooks.
3. Ask the students to work at the chalkboard.
4. Make work sheets with operation squares to teach the student the process.



Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of multiplication problems, the student will compute the product with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
 Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area MATH Skills List No. 18603 to 18607

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

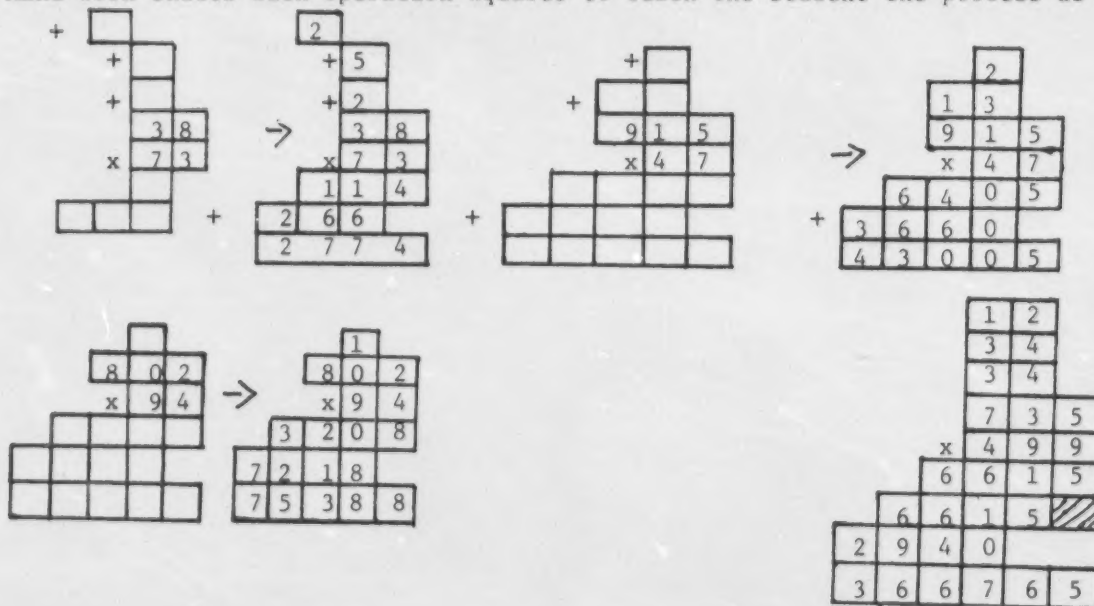
Given a series of multiplication problems involving regrouping of 2 digit x 2 digit, 3 digit x 2 digit, and 3 digit x 3 digit numbers, the student will compute the product.

Example: $38 \times 73 =$ (2,774), $915 \times 47 =$ (43,005), $802 \times 94 =$ (75,388)

$735 \times 499 =$ (366,765), $109 \times 357 =$ (38,193)

Activities: What will be done, when, how much (time), by whom?

1. Prepare work sheets
2. Use appropriate activities from Math texts and workbooks.
3. Ask the students to work at the chalkboard.
4. Make work sheets with operation squares to teach the student the process as follows:



Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of multiplication problems, the student will compute the product with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 1-4

Content Area Math Skills List No. 189, 61501

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the concept of division.

Activities: What will be done, when, how much (time), by whom?

The student needs a large box of manipulatives (bottle caps, beans, Unifix Cubes, etc.) and five counting cups or boxes. Have the child put five groups of three manipulatives on his desk in front of him. Then have him push them together into one large group. Ask him how many counting cups he would like to use. Let him make the choice. Then have the student put one manipulative in front of each cup. When he has placed a manipulative in front of each cup he may then place the manipulatives inside the counting cup. He then lines up more manipulatives in front of the cups, places them inside, etc. This continues until all the manipulatives are used or until there are not enough manipulatives to have one in front of every cup. At this point the student counts the number of manipulatives in each counting cup and indicates that there are a certain number of sets (the number of cups) and that each set contains a certain number of manipulatives. He also names any remaining, unused manipulatives. Allow the student to practice this activity using fifteen manipulatives until he becomes proficient. The activity may be extended by allowing the student to take a handful of manipulatives from the box and continuing as usual.

Adapted from Math Their Way, by Mary Baratta-Lorton.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a set of fifteen manipulatives, the student will divide them into equal groups.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 2-4

Content Area Math Skills List No. 189, 61501

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the concept of division.

Activities: What will be done, when, how much (time), by whom?

Division may be introduced as a sharing activity. This activity works best with small groups. Have the students try to share a large set of objects. For example, four students could share twenty books, twelve erasers, one hundred crayons, etc. It is best to begin with sets that can be equally divided with no remainders, however the students should also have the opportunity to experience sharing of sets of objects when there is a remainder. This will prepare them for the concept of remainders when they begin division with the written symbols.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will share a set of objects evenly among a small group of students by dividing the large set into equal subsets.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

**Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA**

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade 3-5

Content Area Math Skills List No. 18901 A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to name the terms used in division when shown examples of the terms in a division problem.

Activities: What will be done, when, how much (time), by whom?

Prepare an activity board 24" x 6". Divide the board into four equal 6" squares. Label the board as follows:

divisor	quotient	remainder	dividend
iosvjpp	tuqntionb	repujwmer	puetvjvp

Make a set of thirty flash cards with sample long division problems written on them. Show all work done on the problem, including the quotient. Circle the quotient, divisor, dividend, or remainder with red ink.

To drill the terms with one student, the teacher flashes a card to the student and he has 5 seconds to say the term correctly. Continue until the student becomes proficient.

As a game using the gameboard, three people are needed: one to flash the cards and two players. Two students sit on opposite sides of the gameboard. The third student flashes one of the cards. Each student tries to slap his hand down on the correct place on the board and say the correct term aloud before the other student. The student to correctly do this first takes the card. The winner of the game is the student who has received the most cards.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When shown ten examples of division problems with either the quotient, dividend, divisor, or remainder circled, the student will name the terms circled with 90% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 3-5

Content Area Math Skills List No. 19201

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the concept of division using a repeated subtraction approach.

Activities: What will be done, when, how much (time), by whom?

Use tokens, beans, unifix cubes, etc. Write a division sentence on the board. For example: $12 \div 3 = \underline{\quad}$. Have the child take as many tokens as indicated by the dividend (large number). Then have the student begin grouping the tokens into sets of 3. Each time 3 tokens are grouped together they should be taken away or subtracted from the group. The student continues until he has taken all the tokens away and placed them in groups of three. He then counts the number of groups to find the quotient. After the child has been given considerable practice using tokens as manipulatives, he can begin to write the cumulative subtraction problem on a piece of paper as he separates his tokens into sets. In the example above, the student would choose twelve tokens and write that number on a piece of paper. He would then begin by forming one set of three tokens. These would be taken away from the larger set and the student would subtract 3 from the 12 written on the paper, giving him a remainder of 9. He would group another three tokens, take them away, and subtract 3 from the number 9 leaving 6. He would continue with this process until he had taken away all the tokens. He would then have four groups or sets of three tokens each, and would have subtracted to reach a remainder of zero. By counting the number of sets and the number of times he subtracted the number 3 in his written problem, he would discover that they are both the same and that both are equal to the quotient of the division problem. Repeated practice with this activity will allow the student to become proficient at doing division by the repeated subtraction process.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten division problems, the student will find the quotients with 80% accuracy by using the repeated subtraction method.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First Age _____
or Grade 3-5

Content Area Math Skills List No. 19401

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to identify a multiplication sentence in the same number family as a division sentence.

Activities: What will be done, when, how much (time), by whom?

Use unifix cubes or other tokens. Present a division problem that will have a single digit quotient without a remainder (Ex: $20 \div 5$). The student counts tokens equal to the dividend (the large number). He then begins to group the tokens into sets as large as the divisor. When he has finished grouping all the tokens into sets, he counts the number of sets. This is the quotient. Have the student write the division sentence with the quotient.

While the tokens are still arranged in sets, ask the student to see if he can think of another number sentence that the tokens could represent. He may discover a repeated addition problem (in the case of the example above, the problem would be $4 + 4 + 4 + 4 + 4 = 20$). He may then discover that the tokens also represent the multiplication sentence $5 \times 4 = 20$. Have him write the multiplication sentence below the division sentence and compare the numbers so he can see that both problems use the same numbers and, therefore, constitute a number family.

Repeated practice with this activity will enable the student to see the relationship between multiplication and division.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten division sentences, the student will write multiplication sentences that are equivalent.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 3-5

Content Area Math Skills List No. 19601 B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the concept of division using a number line.

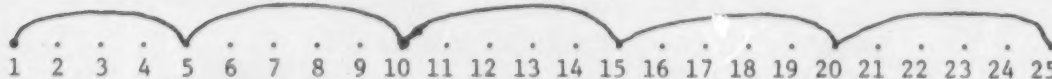
Activities: What will be done, when, how much (time), by whom?

Provide the child with a number line covered with acetate or contact paper that is as great as the largest number to be divided. Vary the difficulty of the activities to meet the skill level of the student you are working with.

Write a number on the chalkboard, say it aloud, and ask the child to find it on his number line. Make sure that the number you give him may be divided into two or more equal sets with no remainder. Then tell the child that he is going to find out how many sets of a certain number are in the number you have written on the board. For example: If you have told the child to locate the number 25 on his number line, you may wish to have him find how many groups of sets of 5 can be found within the number 25. To find this out the student places his crayon or water-base pen on the number 25 and begins by making "jumps" of 5 to the left (skipping 4). The student continues until he reaches zero. He then counts the number of jumps he has made (5). This tells him how many sets of five are found within the number twenty-five. This activity should be continued daily until the child becomes familiar with the concept of dividing large numbers into subsets of smaller numbers.

VISUAL DISPLAY OF THE EXAMPLE

25 divided into groups of 5



Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten numbers that may be divided into subsets with no remainders, the child will divide the numbers using a number line with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 4-6

Content Area Math Skills List No. 19801

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to identify the missing term in an incomplete division sentence.

Activities: What will be done, when, how much (time), by whom?

The student will need some type of manipulative (beans, Unifix Cubes, etc.) for this activity. Write a division problem without a remainder on the board. Have the student solve the problem by making a set of his manipulatives that is as large as the dividend in the problem and by dividing the set into subsets that are as large as the divisor. The number of subsets he has created is equal to the quotient. Allow the student to practice solving division problems in this manner until he becomes proficient in doing so.

To find a missing term (specifically, the divisor) in a division problem, the student uses the same skills used in solving a division problem. He first makes a set of manipulatives that is as large as the dividend. Instead of dividing the set into subsets as large as the divisor, he divides it into subsets the same size as the quotient. By counting the number of subsets he has created he will find the missing divisor.

Daily practice with this activity will help the student to see the relationship between the numbers in a division sentence, and will give him practice in memorizing his division facts.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a division problem with a missing divisor, the student will find the missing term using manipulative tools. He will do so with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____ Age _____

Student Name: _____ or _____
Last First Grade

Content Area: Math Skills List Ref. No. 20401

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach division facts for the number 2, dividing by 2's.

Activities:

If possible, bring in popsicles and ask the children how many popsicles will it take to serve 8 people if each person gets one stick? Watch children try this out. Then break popsicles in half and have the children count the amount of popsicles used. You may make pretend popsicles by using craft sticks and pasting squares of paper on two sticks. Children can cut to find the solution.

Source: Math Their Way. Mary B. Lorton; Addison Wesley Publishing Company.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Student will be able to state the division facts for numbers up to 16.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____
Last First

Age _____
or

Grade 2-5

Content Area Math Skills List No. 20401 and 21001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach basic division facts.

Activities: What will be done, when, how much (time), by whom?

Prepare flash cards with division problems on one side and the quotient on the opposite side. Use problems that are compatible with the skill level of the students that you are working with. Each child gets a set of twenty one answer cards, numbered from zero to twenty. (Larger numbers could be used depending upon the skill level of the children you are working with). Students lay out their answer cards face up in front of them. The teacher displays a flash card with the division problem showing and says the problem aloud. The first student to select the correct answer card from his pile and to place it alongside the flash card gets to keep the card. He states the problem and answer, then checks his answer by looking at the quotient on the back side of the flash card. The game continues until all the flash cards have been displayed. The winner is the student who has collected the most cards.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will respond with correct answers 80% of the time when given division problems that are at his skill level.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade 3-6

Content Area Math Skills List No. 20701, 21001, 21002

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

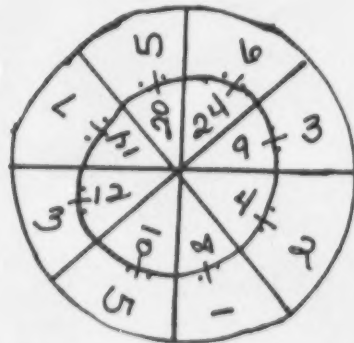
To teach the child to memorize basic division facts.

Activities: What will be done, when, how much (time), by whom?

Prepare a fact wheel as follows: Use a nine inch cake wheel or cut a wheel out of tagboard. Using a compass, find the center of the wheel and scribe a smaller, six inch wheel in the center. Divide the wheel into sixteen sections. Write the dividend of a problem on the inner segment, the divisor on the outer segment, and the quotient on the back side of the wheel. Write the quotient on a spring type clothes hanger. For each wheel you will need sixteen clothes hangers.

The student begins by removing all the clothespins. He then begins to solve the problems and clips the clothespins on their correct spot on the wheel. When he is finished, he may check his answers by turning over the wheel. A time limit may be placed on this activity if desired.

Example



Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to state the division facts that have been covered during this period of instruction and do so with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 3-6

Content Area MATH Skills List No. 21601, 21901

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to word problems.

Activities: What will be done, when, how much (time), by whom?

To introduce the student to word problems, prepare problems without any numbers. Read the problems aloud to the student and have him tell you what must be done to solve the problem (addition, subtraction, multiplication, or division).

Example:

1. Dick has some marbles and Dan also has some marbles. We need to find out how many marbles they have together. What do we need to do? (add)
2. Paul's mother made some cookies. Paul ate some of them. We need to find how many cookies are left. What do we do? (subtract)
3. We have some loaves of bread. We need to find out how many pieces of bread we have altogether. (multiply)
4. Our class needs to go to the zoo for a field trip. We need to find out how many cars we have to take so we all can go. What do we do? (divide)

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a word problem, the student will tell what function to perform to find the answer.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 21601 A, B, and C

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a word problem involving the addition of whole numbers, the student will identify an addition procedure, an addition number sentence, and an answer to the problem.

For example: "How many children are in a small country school where there are 28 first graders, 14 second graders, 30 third graders only?"

Part A (add 28, 14, and 30)

Activities: What will be done, when, how much (time), by whom? Part B (28 + 14 + 30 = _____)

1. Locate addition word problems from appropriate Math texts.
2. Make up work sheets creating your own word problems using appropriate situations that might enhance the interest of each particular child. For example: "How many flats of strawberries were picked if 20 were picked on Monday, 35 on Tuesday, and 29 on Wednesday?"

In the beginning stages, the teacher may provide help in the following matter.

first graders	(28)
second graders	(14)
third graders	(30)
	<u> </u> answer

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of addition word problems, the student will identify the addition procedure, a number sentence, and the answer to the problem with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 21901 A, B and C

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a word problem involving the subtraction of whole numbers, the student will identify a subtraction procedure, a subtraction number sentence and the answer to the problem.

Example: "There are 36 children in a classroom. 18 are girls. How many boys are there?"
(Subtract 18 from 36) $(36-18)=$ _____ (18)

Activities: What will be done, when, how much (time), by whom?

1. Locate appropriate subtraction word problems in Math texts and workbooks.
2. Ask students to make up their own problems.
3. Make up your own problems using situations that might enhance the interest of each particular students.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of subtraction word problems the student will identify the subtraction procedures, a number sentence, and the answer to the problem with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or

Grade _____

Content Area MATH Skills List No. 22201 A, B and C

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a word problem involving the multiplication of whole numbers, the student will identify a multiplication procedure, a number sentence, and an answer to the problem.
Example: "An apple orchard has 12 rows of trees with 8 trees in each row. How many trees are in the orchard? (Multiply 8 by 12) ($8 \times 12 = \underline{\quad}$) (96)

Activities: What will be done, when, how much (time), by whom?

1. Locate appropriate multiplication word problems in Math and workbooks.
2. Ask students to make up their own problems.
3. Make up your own problems using situations that might enhance the interest of each particular student.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of multiplication word problems, the student will identify the multiplication procedure, a number sentence, and the answer to the problem with ____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area _____ MATH Skills List No. _____ 22501 A, B and C

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a word problem involving the division of whole numbers, the student will identify a division procedure, a number sentence, and an answer to the problem. Example: "A farmer wants to put all 40 of his sheep in 8 pens. If he puts the same number of sheep in each pen, how many will there be in each pen?" (divide 40 by 8), ($40 \div 8 = \underline{\quad}$), (5)

Activities: What will be done, when, how much (time), by whom?

1. Locate appropriate division word problems in Math texts and workbooks.
2. Ask students to create their own problems and then compute the answer.
3. Make up your own problems using situations that might enhance the interest of each student.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of division word problems, the student will identify the division procedures, a number sentence, and the answer to the problem with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

**Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA**

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area MATH Skills List No. 22801

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Using an abacus (or similar device) the student will identify a representation of a number greater than 1,000.

Activities: What will be done, when, how much (time), by whom?

1. Use an abacus to teach students number greater than 1,000.
2. You can create your own chart in the following manner:

	thousands	hundreds	tens	ones
2,635 =	00	000 000	0 0 0	000 00

Students can place colored markers in each square and practice reading the numbers and then writing them.

The reverse procedure can also be used ie: to give the student a number and have him place the correct number of markers to identify the number.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given an abacus (or similar device) the student will identify a representation of a number greater than 1,000 with ____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 23101 A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given an incomplete pattern of whole numbers generated by an operation of addition or subtraction, the student will identify a missing whole number.

Example: 2, 4, 6, 8, _____ (10)

Activities: What will be done, when, how much (time), by whom?

1. Find appropriate sections in Math books and workbooks.
2. Create your own missing number sequences on worksheets.
3. Ask students to devise their own missing number sequences.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given an incomplete pattern of whole numbers generated by an operation of addition or subtraction, the student will identify the missing whole numbers with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 23101 B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a complete pattern of whole numbers generated by an operation of addition or subtraction, the student will identify the operation needed to generate the pattern.

Example: 25, 20, 15, 10, 5, 0 (subtraction of 5)

Activities: What will be done, when, how much (time), by whom?

1. Find appropriate sections in Math books and workbooks.
2. Create your own number patterns and ask the student to identify the pattern.
3. Have the student generate his own number patterns.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a complete pattern of whole numbers generated by an operation of addition or subtraction, the student will identify the operation needed to generate the pattern, with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 23102

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will identify a rational number between two rational numbers.

Example: 167, 173 (168, 169, 170, 171, or 172)

Activities: What will be done, when, how much (time), by whom?

1. Write a pair of rational numbers as in the example and have the student write all the rational numbers in between, both written and oral.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given two rational numbers the student will identify the rational numbers between with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First

Age _____

or

Grade _____

Content Area MATH Skills List No. 23103

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given an incomplete Pascal's Triangle, the student will identify a missing number in the incomplete triangle.

Example:

$$\begin{array}{ccccccc} & & 1 & & 1 & & \\ & 1 & & 2 & & 1 & \\ 1 & 3 & & 3 & & 1 & (4) \\ 1 & 4 & 6 & & 1 & & \end{array}$$

Activities: What will be done, when, how much (time), by whom?

1. Make a series of Pascal's Triangles and ask the student to supply the missing numerals.
2. Locate Math Texts with samples of Pascal's Triangles.
3. Ask the student to make Pascal's Triangles leaving out one answer. (Leaving out the answer will also show that the student understands the number sequence).

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of incomplete Pascal's Triangles, the student will identify the missing numbers with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 23401 A, B, C

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a word problem involving mixed operations (+, -, x, ÷) on whole numbers, the student will identify an arithmetic procedure for solving the problem, a number sentence for the problem, and an answer to the problem. (See Example on "Activities" line)

Activities: What will be done, when, how much (time), by whom?

Example: "For Christmas, Lucy got \$5.00 from her uncle and \$14.00 from her grandmother. After she spent \$7.00 on a new blouse she put the money into 2 savings accounts, the same amount in each account. How much did Lucy put in each account?"

Answer: Part A (add 5 and 14, subtract 7, divide result by 2).

Part B $[(5 + 14 - 7) \div 2 = \underline{\quad}]$

Part C (\$6)

1. Locate appropriate mixed operations problems in Math texts and workbooks.
2. Create your own problems that express situations that might enhance the interest of the student.
3. Ask the student to create problems and then solve them.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of mixed operation word problems, the student will identify the procedure to solve, a number sentence for each, and the answers with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 23701 to 23704

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a 2 and 3 digit number with the ones place blank the student will identify a digit which (if placed in the ones place) makes the number divisible by 3, 4, 6, and 9.

Example: 5___(1, 4, 7), 14___(0, 4, 8), 7___(2, 8), 25___(2)

Activities: What will be done, when, how much (time), by whom?

1. Prepare a series of 2 and 3 digit numbers with the ones place blank and ask the student to supply the missing numbers in the ones place that will make the number divisible by 3, 4, 6 and 9. The student must check all numbers from 2-9 to see which ones are divisible by the number listed above.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of 2 and 3 digit number with the ones place blank, the student will identify a digit which (if placed in the ones column) make the number divisible by 3, 4, 6 and 9 with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 23705

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a whole number the student will identify numbers which can be divided evenly into the given number. Example: 1,236 (2, 3, 4, 6)

Activities: What will be done, when, how much (time), by whom?

1. Give the student a series of whole numbers and ask the student to find out which numbers from 2-9 can be divided evenly into the number.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a whole number the student will identify numbers which can be divided evenly into the given number with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - KSEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 24301 A, B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given the terms "numerator" and "denominator", the student will identify the corresponding parts of a fraction and given a fraction will name the parts of the fraction.

Example: "numerator" $\frac{3}{4}$ $\frac{1}{3}$ (1 is the numerator and 3 is the denominator.)

Activities: What will be done, when, how much (time), by whom?

1. Prepare a chart with the names "numerator" and "denominator". Written by the side of the following drawing

☐ / ☐ numerator denominator

The student can practice making fractions and learning the names of each part by placing numbers from 1-9 in the empty squares.

2. The teacher can give oral numbers identifying them as "numerator" and "denominator" while the student writes them.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given the terms "numerator" and "denominator," the student will identify the corresponding parts of a fraction and given a fraction will name the parts with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: DON KINGHORN District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 1-2

Content Area MATH Skills List No. 24601

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to identify a shape or object that has been divided into two equal parts.

Activities: What will be done, when, how much (time), by whom?

Prepare ditto sheets with nine equal parts, each part showing the picture of a geometric shape. A broken line is drawn through each shape. Some objects should be divided into equal halves, while others should be divided into unequal portions.

The student cuts out the shapes, and then divides them along the dotted line. By placing one side over the other he may discover if both sides are equal (if the shape is divided in half). If they are equal they may be pasted on another ditto sheet with blank boxes.

Older students may be able to discover if an item is divided equally without cutting it apart. They may wish to color or mark those shapes which have been divided into equal parts.

A follow-up activity would be to let the child divide pictures of shapes into equal parts on his own.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given pictures of ten shapes that are divided into equal and unequal parts, the child will choose those items that are divided into equal parts with 90% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First Age or Grade _____

Content Area MATH Skills List No. 24601

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given shapes divided into congruent parts and divided into non congruent parts, the student will differentiate between those that are congruent and non congruent shapes and parts.

Examples:



Congruent Parts



Non Congruent Parts

Activities: What will be done, when, how much (time), by whom?

1. Prepare or locate shapes that are divided into congruent and non congruent parts and ask the student to group them into congruent and non congruent shapes.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will differentiate between congruent and non congruent shapes and parts with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area MATH Skills List No. 24901

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a series of objects or shapes divided into two, three, or four congruent parts, the student will name the whole as "two-halves," "three-thirds" or "four-fourths" and name the parts "one-half," "one-third" or "one-fourth."

Example:



(Halves)



(Thirds)



(Fourths)

Activities: What will be done, when, how much (time), by whom?

1. Prepare a series of objects or shapes as in the example and have the student name the whole and the parts.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a series of objects and shapes, the student will name the whole and the parts with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESRA

Form OF 8

School: _____ District: _____ Area: _____

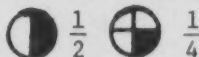
For Dates _____ to _____

Student Name _____ Age _____
Last First or

Content Area MATH Skills List No. 24902
Grade _____

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

The student will identify the fraction corresponding to the shaded part of the congruent (whole) shape or object. Example



Activities: What will be done, when, how much (time), by whom?

1. Prepare or locate in math texts and workbooks shapes divided into congruent and shaded parts and have the student correct the shaded portions as the numerator and the total number of the whole as the denominator. The student will then write the corresponding fractions for each drawing.
2. Use clay to create "hands on" type learning experiences to teach the concept of halves, thirds, and fourths, or cut fruit into pieces.
3. Children love to play with water. Give the student 2, 3 or 4 equal size containers and give him a quantity of water. The student will try to divide it into equal parts of halves, thirds and fourths. When the water is in equal amounts the student will refill the original container, marking the sides to denote the different levels.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will identify the fraction corresponding to the shaded part of the (whole) shape or object with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

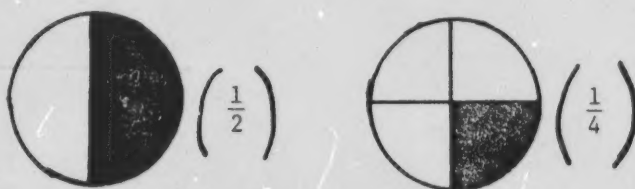
Student Name _____
Last First Age or Grade _____

Content Area MATH Skills List No. 24902

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given an object or shape divided into two, three, or four congruent parts with one or more of the parts shaded or otherwise identified, the student will identify the fraction corresponding to the shaded part of the (whole) shape or object.

Example:



Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from standard classroom texts, workbooks, handouts, or prepare your own materials as in the example.
2. Give the student a series of objects divided into a series of congruent parts and then give the students a fraction and ask them to shade in the correct number of parts.
3. Do the reverse of activity number 2 i.e., the student will write the fraction upon seeing the object divided into a series of congruent parts with some shaded.
4. Have the students create their own drawings, divide them into congruent parts, shade them, and write the fraction.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will identify the fraction corresponding to the shaded part of the (whole) shape or object with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: DON KINGHORN District: _____ Area _____
For Dates _____ to _____
Student Name _____ Age _____
Last First or _____
Grade 2-4
Content Area MATH Skills List No. 24903

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the concept of $1/2$, $1/4$, and $1/3$.

Activities: What will be done, when, how much (time), by whom?

Begin with concrete manipulatives (shoes, blocks, books, buttons, etc.). To teach the concept of $1/2$ have the child group objects into sets of 2 or multiples of 2. Then have him divide each set into two equal sets. Explain that the sets are being divided into two equal parts or in half. Continue this exercise until the child feels comfortable doing it on his own.

To teach the concept of $1/4$ follow the above instructions but use sets of four or multiples of four.

To teach the concept of $1/3$ follow the above instructions but use sets of three or multiples of three.

When the child becomes proficient in the above activities, prepare a ditto sheet or boardwork with pictures of sets of objects. Instruct the child to divide the sets into halves, fourths, or thirds by circling or coloring the sets.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The child will correctly divide ten sets of objects into halves, thirds, or fourths with 90% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 3-5

Content Area MATH Skills List No. 24903

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to identify $1/2$, $1/3$, or $1/4$ of a set of objects.

Activities: What will be done, when, how much (time), by whom?

Make dominos out of tag board. You may use as many as twelve dots on each half of the domino. Circle one fourth, one third, or one half of the dots on each section of the domino. On the back of each domino write the fraction that represents the number of dots circled.

Each player begins with seven dominos. One player begins by laying out a domino with the dots facing up. The second student then joins one of his dominos to that which has been laid down. Only those dominos that show equivalent fractions may be joined together. For example, a domino may be laid down that shows six dots on one side, with three of the dots being circled, representing the fraction $1/2$. A player could join another domino to the one already laid down if it had four dots with two being circled, or ten dots with five being circled, etc. The important thing to remember is that equivalent fractions must be used when joining dominos together. The players may check their work by turning the dominos over to see if the fractions are equivalent.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten sets of objects, each set divided into halves, thirds, or fourths, the student will identify the fractions with 90% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area MATH Skills List No. 24903

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a fraction ($\frac{1}{2}$, $\frac{1}{3}$, or $\frac{1}{4}$) the student will identify the part of whole shape or object corresponding to the fraction. Example:



Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from standard classroom texts, workbooks, handouts, or prepare your own materials as in the examples.
2. Ask the students to create as many examples or drawings as possible from a series of fractions they are given.
3. Play concentration: Prepare shaded drawings on cards corresponding to other cards with fractions written on them representing the drawings. Each student attempts to match the shaded drawings with the fraction cards.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will identify the part of a whole shape or object corresponding to the fraction with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____ Signature _____ Title _____

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

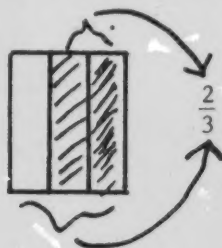
Student Name _____
Last First Age or Grade _____

Content Area MATH Skills List No. 24904

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a shape or object divided into two, three, or four congruent parts, the student will identify the numerator of a fraction as describing a number of parts and the denominator as describing the total parts in the whole.

Example:



Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare your own worksheets as in the example.
3. Ask the student to prepare or create their own drawings representing fractions you give them.
4. Make concentration cards and ask the students to match them as in the game, or play for speed with the cards face up.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will identify the numerator of a fraction as describing a number of parts and the denominator as describing the total parts in the whole with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

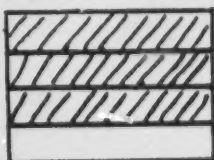
Student Name _____ Age _____
Last First or Grade _____

Content Area MATH Skills List No. 24905

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a fraction, the student will identify the parts of a shape or object described by the numerator and the denominator.

Example:



$\frac{3}{4}$

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare your own drawings of objects divided into congruent parts. The student will shade the drawing appropriately from the fractions that are given.
3. Play the following game: Using two dice and a worksheet with a series of drawings divided into congruent parts of $\frac{1}{2}$, $\frac{1}{3}$, to $\frac{1}{12}$, the 1st student will roll the dice. The total of the two dice will allow him to own the drawing of the picture having the same number of parts. Each player takes his turn until all the drawings are claimed; however, if a student rolls the number for the numerator of one of his drawings, he may shade it in and win one point. The object of the game is to accumulate as many points as possible.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will identify the parts of a shape or object described by the numerator and the denominator with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 3-5

Content Area Math Skills List No. 24905

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach fractions with denominators of ten.

Activities: What will be done, when, how much (time), by whom?

Using 1 cm. graph paper, make a 100 sq. cm. box and cover it with plastic. Orange and white Cuisenaire Rods or 1 cm. squares and ten cm. strips made of tagboard are used to cover portions of the box.

Allow the child to discover how many orange rods it takes to cover the box (10). When he has discovered this ask him to cover only one tenth of the box. If he is unable to do this, have him take the ten orange rods and divide them into ten equal sets. He will discover that each set contains only one rod. You may tell him that each set of one rod is called one tenth of the whole because it takes ten rods to make the entire set. Again ask him to cover one tenth of the box. Continue by asking him to cover two tenths, three tenths, and so on.

When the child becomes familiar with the above activity, introduce him to the fraction symbols ($1/10$, $2/10$, etc.) Prepare activity sheets with lists of fractions and have him cover the correct number of squares in the box with his orange rods. An alternate activity is to make an activity sheet showing pictures of 100 sq. cm. boxes that are partly covered by rods. Have the student write the correct fractions below the pictured boxes.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten fractions with denominators of ten, the student will demonstrate those fractions on a 100 sq. centimeter board.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 3-5

Content Area Math Skills List No. 24905

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to recognize fractional parts of geographic shapes and to describe the parts using numerators and denominators.

Activities: What will be done, when, how much (time), by whom?

On one centimeter graph paper draw several rectangles of various sizes. Have the student count the total number of squares within a rectangle and to write that number alongside the rectangle. This number will be the denominator of the fraction. Then have him cover a portion of the rectangle with white Cuisenaire Rods or other one cm. cubes, or have him color in a portion of the rectangle. Instruct him to count the number of squares that he has covered and to write that number above the first number he wrote. This number is the numerator. The student has now written the fraction name for the part of the rectangle covered.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten rectangles drawn on graph paper, the student will cover or mark out a portion of the squares in each rectangle and give the fractional name for the number of squares covered, and do so with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 24906

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a number line marked by a sequence of fractions (with one missing) with the same denominator, the student will identify the missing fraction.

Example: $\frac{1}{0} \quad \frac{1}{1/4} \quad \frac{1}{2/4} \quad \frac{1}{\quad} \quad \frac{1}{4/4} \quad (3/4)$

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare your own number lines with missing fractions for the student to fill in.
3. Prepare a series of cards with fractions in sequential order of the same denominator with one missing. The student will put them in order as in a number line and place the blank card in the correct sequence and then will write or name the missing fraction.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will identify the missing fraction in a number line with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

**Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESRA**

Form OP 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 25201

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given figures representing an improper fraction, the student will identify a figure representing the fraction in mixed numeral form.

Example:



Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare your own drawings of improper fractions and ask the student to combine the parts into a whole and write the mixed numerals as in the example.
3. Once the student can master activity number 2, give the students a series of improper fractions and ask him to make mixed numbers.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will identify a figure representing the fraction in mixed numeral form with _____ % accuracy.

Total Days Participation _____ out of a possible _____

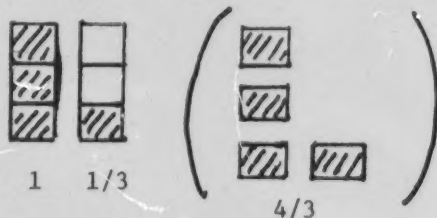
Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

For Dates _____ to _____

Content Area MATH Skills List No. 25501

Example:



The student will identify a figure representing the corresponding improper fraction with % accuracy.

Teacher: _____

Signature _____ Title _____

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area MATH Skills List No. 25801

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a collection of fractions with like denominators, the student will place the fractions in order from smallest to largest. Example: $1/6$, $5/6$, $3/6$ ($1/6$, $3/6$, $5/6$)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare worksheets as in the examples and ask the student to write them in order.
3. Write the fractions on cards and have the student place them in the correct order.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will place the fractions (with like denominators) in order from smallest to largest with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First Age or Grade _____

Content Area MATH Skills List No. 25802

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a collection of fractions with units as numerators and unlike denominators, the student will place fractions in order from largest to smallest.

Example: $1/4$, $1/2$, $1/6$ ($1/2$, $1/4$, $1/6$)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare worksheets as in the example and ask the student to write them in the correct order.
3. In order to rank the fractions in the proper order, students will need to know how to convert each fraction into fractions with the same denominator (or the Greatest Common Factor) i.e., $1/4 = 3/12$, $1/2 = 6/12$, $1/6 = 2/12$. From the 12ths, it is easy to see which is smaller and which is greater.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will place fractions with unlike denominators from the largest to the smallest with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 25803

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a collection of fractions with numerators greater than one and unlike denominators, the student will place fractions in order from smallest to largest.

Example: $3/7$, $3/4$, $2/3$, ($3/7$, $2/3$, $3/4$)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare worksheets as in the examples and ask the student to write them in the correct order.
3. Teach the student how to change fractions with unlike denominators into fractions with similar denominators so the student can easily rank the fractions - for example:
 $3/7 = 36/84$, $3/4 = 63/84$, $2/3 = 56/84$

To find the denominator 84, multiply the three denominators together ($7 \times 4 \times 3 = 84$). Then you ask, "How many times will each of the denominators will go into 84 and then time that number by the numerators for each fraction. Example: 7 will go into 84, 12 times, and 12 times 3 equals 36 or $36/84$.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will place fractions with numerators greater than one and unlike denominators in order from smallest to largest with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____
Last First Age _____
or Grade 3-6 _____

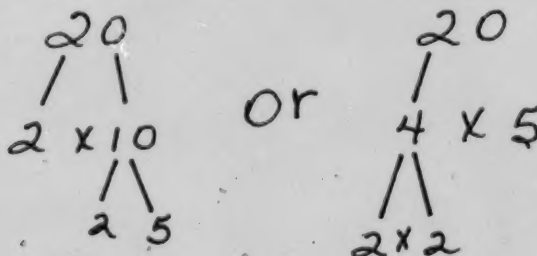
Content Area Math Skills List No. 26101 A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student that a composite number may be written as the product of prime numbers.

Activities: What will be done, when, how much (time), by whom?

Factor "trees" are used to show that composite numbers are the product of prime numbers. For example: The number 20 may be factored as follows:



No matter how the number is factored, the same prime numbers will be found. The order may be different, however.

By factoring numbers the student will learn many of the prime numbers and will also get practice with his multiplication tables.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten composite numbers, the student will find the prime factors of eight of the numbers.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____

Signature

210
186

Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESRA

Form 67 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 26701 A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two whole numbers less than 10 such that L.C.M. (Least Common Multiple) is either of the numbers, the student will find the L.C.M. (Least Common Multiple).

Example: 4, 8 (8)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare your own worksheets as in the example.
3. Explain to the students that the L.C.M. must be equal to or greater than the largest of the two numbers.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will find the least common multiple (L.C.M.) with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESRA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 26701 B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given three or more whole numbers such that the L.C.M. is any of the numbers, the students will find the least common multiple. Example: 4, 8, 16 (16)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare your own worksheets as in the examples.
3. Ask the student to write numbers from 1 to 100 and select numbers in groups of 3 and see if the student can identify the L.C.M. for those chosen.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will find the L.C.M. of three or more whole numbers with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 3-5

Content Area Math Skills List No. 26701 B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to find the LCM (Least Common Multiple).

Activities: What will be done, when, how much (time), by whom?

Use Cuisenaire Rods and their value numbers for this experience. In order to find the LCM of any two numbers, the student chooses rods equal in length to the value of the numbers chosen, and begins making trains side by side. The point at which both trains become equal is the point of the LCM. For example, if a student wishes to find the LCM of 3 and 5 he begins by choosing green rods (= to 3), and yellow rods (= to 5). He places the rods side by side, adding one rod at a time to each train until he reaches the point where the trains are exactly equal. In the case of the numbers 3 and 5, the trains will become equal when the student has placed down three yellow rods (equal to fifteen white rods), and five green rods (also equal to fifteen white rods). The student can then place white rods alongside the two trains of rods, count their number, and thus find the least common multiple (LCM).

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When given sets of two numbers, each having a value of less than eleven, the child will find the least common multiplier for those two numbers with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____ Signature _____ Title _____

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form Or 8

School: _____ District: _____ Area _____
or Dates _____ to _____
Student Name _____ Age _____
Last First or
Grade _____
Content Area MATH Skills List No. 27001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two whole numbers such that the G.C.F. is equal to one of the numbers, the student will find the greatest common factor (G.C.F.). Example: 12, 36 (12)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare your own worksheets as in the example and have the students write in the answers.
3. Make a chart with 2 columns, one with whole numbers and the other with possible factors. The student will match the numbers with the greatest common factors.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will find the greatest common factor with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 27002

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two whole numbers such that the greatest common factor (G.C.F.) is not either of the numbers, the student will find the greatest common factor (G.C.F.).

Example: 15, 25 (5)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare a worksheet of your own, listing numbers in pairs. The student will find the G.F.C. for the pair of numbers and write it.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will find the greatest common factor with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 27003

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two primer numbers, the student will find the greatest common factor (G.C.F.)

Example: 43, 23 (1)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections of classroom texts and workbooks.
2. Prepare a chart of numbers from 1 to 100 and ask the student to find all the prime numbers (numbers that can be divided only by the number 1). The students will circle all the prime numbers.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will find the greatest common factor of two prime numbers with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESRA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First Age or Grade _____

Content Area MATH Skills List No. 27C04

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given three or more whole numbers, the student will find the greatest common factor.

Example: 8, 18, 24 (2)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate materials and sections from classroom texts and workbooks.
2. Prepare your own worksheet, listing groups of three prime numbers. The student will write the (G.C.F.)
3. Ask the student to write all the factors for three prime numbers, i.e.

8, 18, 24

$8 = 2 \times 2 \times 2, 2 \times 4$

$18 = 2 \times 9, 2 \times 3 \times 3, 3 \times 6$

$24 = 2 \times 12, 2 \times 2 \times 6, 2 \times 2 \times 2 \times 3$

The student will see that the number 2 is the (G.C.F.)

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will find the greatest common factor of three or more whole numbers with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade 4-6

Content Area Math Skills List No. 27301

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to identify a rational number sentence corresponding to a number line representation.

Activities: What will be done, when, how much (time), by whom?

Number lines may be used to show rational number sentences as well as whole number sentences. To use the number line to show rational numbers, construct the number line as usual, but label each dot as a rational number. For beginning activities the denominator should be kept the same, however in later activities the improper fractions may be reduced to form proper fractions with different denominators or whole numbers.

Examples:

Beginning	More Advanced	More Advanced
$0 \quad \frac{1}{4} \quad \frac{2}{4} \quad \frac{3}{4} \quad \frac{4}{4} \quad \frac{5}{4} \quad \frac{6}{4} \quad \frac{7}{4}$	$0 \quad \frac{1}{4} \quad \frac{2}{4} \quad \frac{3}{4} \quad 1 \quad \frac{1}{4} \quad \frac{2}{4} \quad \frac{3}{4} \quad 2$	$0 \quad \frac{1}{4} \quad \frac{1}{2} \quad \frac{3}{4} \quad 1 \quad \frac{1}{4} \quad \frac{1}{2} \quad \frac{3}{4} \quad 2$

Draw a number line on the board. Number it so that all the denominators are the same, as in the first example above. Have the student read the number line from left to right. Then, show an addition operation on the number line. Explain the number sentence that corresponds to the particular operation that you have performed and write it on the board. Give the student a number line and have him number it in the same manner as the one on the board. As you perform addition operations on the board, have the student copy those operations on his number line. When the student becomes proficient at performing addition operations and recognizing the corresponding number sentences, you may assign worksheets that show number line operations and have him supply the correct number sentences.

This activity works equally well for subtraction operations.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When shown rational number addition operations on a number line, the child will identify the corresponding number sentence with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____ Signature _____ Title _____

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade 4-6

Content Area Math Skills List No. 27302

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To identify the sum of a rational number addition problem by using a number line.

Activities: What will be done, when, how much (time), by whom?

The number line may be used to show rational number problems. The number line is constructed as usual but rational numbers are used instead of whole numbers.

A student may find the sum of an addition problem with fractions that have like denominators by finding the first term (addend) on the number line, and moving to the right the number of places indicated by the numerator of the second term (addend). This will give him the sum.

Examples:

$$\begin{array}{l} 3/4 + 2/4 = \underline{5/4} \\ 2/3 + 2/3 + 1/3 = \underline{5/3} \end{array}$$

As the student becomes more proficient with using the number line with rational numbers, reduced fractions and whole numbers may be substituted on the number line in their appropriate spaces.

Example:



Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will find the sum of two or more fractions with like denominators by using a number line. He will do so with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____ Signature _____ Title _____

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade 3-5

Content Area Math Skills List No. 276

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the student to the concept of adding fractions with like denominators.

Activities: What will be done, when, how much (time), by whom?

Prepare activity sheets with rational number (fraction) addition problems. Instead of writing the denominators for the fractions, draw either a green dot or a red dot where the denominator should be. An addition problem written in this manner would have two green dots or a red and green dot. Examples:

$\frac{3}{\text{green}} + \frac{2}{\text{green}} = \underline{\hspace{2cm}}$ $\frac{3}{\text{red}} + \frac{2}{\text{green}} = \underline{\hspace{2cm}}$
(Colored dots would be used, not words.)

Explain to the students that the green and red dots are like traffic signals. Both signals must be green to begin the operation. If both signals are green, then the student may begin by adding the numerators together. He would then show the answer as some sum / green dot. If either dot is red, the problem cannot be finished at this time. Tell the student that he will find out later how to change denominators so that they are the same.

When the student has become proficient at this activity, continue with regular fractional addition problems, making sure to give him problems where the denominators are the same.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will add numerators of fractions with like denominators to arrive at the sum, and do so with 90% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

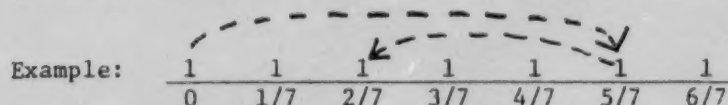
For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area MATH Skills List No. 28501

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a number line representation of the subtraction of like fractions, the student will identify a number sentence corresponding to the number line representation.



$$(5/7 - 3/7 = 2/7)$$

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from classroom texts and workbooks.
2. Make a series of number line representations like in the example and ask the student to write a subtraction number sentence.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will identify a number sentence corresponding to the number line representation with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First Age or Grade _____

Content Area MATH Skills List No. 28502

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a number line representation of the subtraction of like fractions, the student will identify the difference (in simplest terms).

Example:
$$\begin{array}{ccccccc} 1 & 1 & 1 & 1 & 1 & 1 & 1 \\ 0 & 1/7 & 2/7 & 3/7 & 4/7 & 5/7 & 6/7 \end{array}$$

$$(5/7 - 3/7 = 2/7)$$

Answer: (2/7) in simplest terms

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from classroom texts and workbooks.
2. Make a worksheet of your own subtraction number line representation's and number sentence and ask the student to identify the difference in simplest terms.
3. Ask the student to make up the problem when you give him the answer.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will identify the difference of subtraction problems in simplest terms.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - KSEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area MATH Skills List No. 28801

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two proper fractions where the denominators are equal, the student will compute the difference.

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate materials and sections from classroom texts and workbooks.
2. Prepare worksheets with problems like those in the example.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the difference with 90 accuracy in problems where the fractions are proper and the denominators are equal.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - KSEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area MATH Skills List No. 28802

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two fractions with the first fraction improper and the 2nd fraction is proper, and the denominators are equal, the student will compute the difference.

Example: $7/3 - 2/3 =$ _____ ($5/3$)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare worksheets with problems like those in the example.
3. Prepare a series of problems in one column and the answers in a second column and ask the student to match the answers with the problem.
4. Play concentration by writing the subtraction problem on one card and the answer on another.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the difference in problems of subtraction when the first fraction is improper and the second fraction is proper and the denominators are equal with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
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Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area MATH Skills List No. 28803

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a mixed fraction, a second proper fraction, with equal denominators (no borrowing), the student will compute the difference. Example: $4 \frac{3}{5} - 1 \frac{1}{5} = \underline{\hspace{2cm}}$ ($4 \frac{2}{5}$)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare worksheets with problems like those in the example and ask the student to compute the difference.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the difference of mixed and proper fractions with like and equal denominators with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

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Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area MATH Skills List No. 28804

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two improper fractions with equal denominators, the student will compute the difference. Example: $7/5 - 6/5 = \underline{\quad\quad} (1/5)$

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate problems from classroom texts and workbooks.
2. Prepare worksheets with problems like those in the examples and ask the student to compute the difference.
3. Ask the student to write the problem and compute the difference.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the difference when both fractions are improper and the denominators are equal.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 28804

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two improper fractions with equal denominators, the student will compute the difference. Example: $7/5 - 6/5 = \underline{\hspace{1cm}}$ (1/5)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate problems from classroom texts and workbooks.
2. Prepare worksheets with problems like those in the example and ask the student to compute the difference.
3. Ask the student to write the problem and compute the difference.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the difference when both fractions are improper and the denominators are equal.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

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Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area MATH Skills List No. 28805

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two fractions where one is improper, the other mixed, the denominators are equal, the student will compute the difference. Example $7/3 - 1\ 1/3 =$ _____ ($3/3$ or 1)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate problems from classroom texts and workbooks.
2. Prepare worksheets with problems like those in the example and ask the student to compute the difference.
3. Ask the student to write the problem and compute the difference.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the difference with 90% accuracy in subtraction problem where the first is improper, the second mixed and the denominators equal.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area MATH Skills List No. 28806

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two mixed fractions with equal denominators, the student will compute the difference.

Example: $3 \frac{1}{2} - 2 \frac{1}{2} =$ _____ (1)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate problems from classroom texts and workbooks.
2. Prepare worksheets with problems like those in the example and ask the student to compute the difference.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the difference of two mixed fractions with equal denominators with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

For Dates _____ to _____

Content Area MATH Skills List No. 29101

Given two proper fractions with unequal denominators, and the LCD is one of the denominators, the student will compute the difference. Example: $7/8 - 1/4 = \underline{\hspace{1cm}} (5/8)$

1. Select problems from appropriate sections of classroom texts and workbooks.
2. Prepare your own worksheets using problems like those in the example.
3. Set up the problem in vertical form in the following manner:

$$\begin{array}{r} \frac{7}{8} \times 1 = \frac{7}{8} \\ - \frac{1}{4} \times 2 = \frac{2}{8} \\ \hline \frac{5}{8} \end{array}$$

$$\begin{array}{r} \frac{7}{8} \times \frac{1}{1} = \frac{7}{8} \\ - \frac{1}{4} \times \frac{2}{2} = \frac{2}{8} \\ \hline \frac{5}{8} \end{array}$$

The student will compute the difference of two proper fractions with unequal denominators and where the LCD is one of the denominators with _____ % accuracy.

Criterion Attained: Yes _____ No _____ Date _____

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Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area MATH Skills List No. 29102

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given the first fraction as improper, the second as proper, the denominators are unequal, and the LCD is one of the denominators, the student will compute the difference.

Example: $11/9 - 2/3 =$ _____ (5/9)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate problems for the student from the classroom texts and/or workbooks.
2. Prepare your own worksheet using problems like those in the example.
3. Ask the student to make up some of his own problems.
4. Set up the problem in vertical form as follows:

$$\begin{array}{r} \frac{11}{9} \\ - \frac{2}{3} \\ \hline \end{array} \quad \begin{array}{l} (11 \times 1 = 11) \rightarrow \frac{11}{9} \\ (9 \times 1 = 9) \end{array}$$

$$\begin{array}{r} \frac{2}{3} \\ \times 3 \\ \hline \end{array} \quad \begin{array}{l} (2 \times 3 = 6) \rightarrow \frac{6}{3} \\ (3 \times 2 = 6) \end{array}$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the difference with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____ Signature _____ Title _____

Individual Student Short Term Plan/Record
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Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
 Last First or Grade _____

Content Area MATH Skills List No. 29103

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

When given a first mixed fraction and a second proper, the denominators are unequal, and the LDC is one of the denominators (no borrowing), the student will compute the difference.

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare your own worksheets using problems like those in the example.
3. Ask the student to make up some of his own problems.
4. Set up the problem in vertical form as follows:

$$\begin{array}{r}
 3 \frac{1}{2} \quad (1 \times ? = 4) \rightarrow \frac{4}{8} \\
 (2 \times \uparrow ? = 8) \\
 - \frac{1}{8} \quad (1 \times ? = 1) \rightarrow \frac{1}{8} \\
 (8 \times \uparrow ? = 8) \\
 \hline
 3 \longrightarrow 3 \frac{3}{8}
 \end{array}$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the difference with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
 Signature Title

Individual Student Short Term Plan/Record
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Form OF 8

School: _____ District: _____ Area _____

or Dates _____ to _____

Student Name _____ Age _____
 Last First or Grade _____

Content Area MATH Skills List No. 29104

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a first mixed fraction, the second proper, the denominators are unequal and the LCD is one of the denominators (borrows), the student will compute the difference.

Example: $4 \frac{1}{2} - \frac{3}{4} = \underline{\hspace{1cm}}$ ($3 \frac{3}{4}$)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate problems for the student.
2. Prepare your own worksheets like those in the examples.
3. Set up the problem in vertical form as follows to illustrate borrowing:

$$\begin{array}{r}
 4 \frac{1}{2} \quad (1 \times \underline{\hspace{1cm}} = 2) \rightarrow \frac{2}{4} \\
 - \frac{3}{4} \quad (2 \times \uparrow = 4) \\
 \hline
 \end{array}$$

Fin the LCD

$$\begin{array}{r}
 \frac{3}{4} \quad (3 \times \underline{\hspace{1cm}} = 3) \rightarrow \frac{3}{4} \\
 (4 \times \uparrow = 4) \\
 \hline
 \end{array}$$

since you cannot subtract $\frac{3}{4}$ from $\frac{2}{4}$ you must borrow 1 from the 4.

$$\begin{array}{r}
 3 \swarrow \frac{2}{4} \quad (\frac{2}{4} + \frac{4}{4}) = \frac{6}{4} \\
 - \frac{3}{4} \quad \frac{3}{4} \rightarrow \frac{3}{4} \\
 \hline
 3 \rightarrow \boxed{3 \frac{3}{4}}
 \end{array}$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the difference with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
 Signature Title

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**Individual Student Short Term Plan/Record
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Form 58

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____
Last First Age or Grade _____

Content Area MATH Skills List No. 29105

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two fractions where both are improper, the denominators are unequal, and the LCD is one of the denominators, the student will compute the difference.

Example: $12/5 - 13/10 = \underline{\hspace{1cm}} (11/10)$

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate problems from classroom texts and workbooks.
2. Prepare worksheets using problems like those in the example.
3. Set up the problem in vertical form as follows:

$$\begin{array}{r} \frac{12}{5} \quad (12 \times \underline{\hspace{1cm}} = 24) \quad \frac{24}{10} \\ (5 \times \underline{2} = 10) \end{array}$$

Find the LCD

$$\begin{array}{r} \frac{13}{10} \quad (13 \times \underline{\hspace{1cm}} = 13) \quad \frac{13}{10} \\ (10 \times \underline{1} = 10) \end{array} - \frac{11}{10}$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the difference with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESRA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____
 Last First Age _____
 or _____
 Grade _____

Content Area MATH Skills List No. 29106

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two fractions where the first one is mixed, the second is improper, the denominators are unequal, and the LCD is one of the denominators, the student will compute the difference.
 Example: $3 \frac{1}{2} - \frac{13}{10} =$ _____ ($2 \frac{2}{10}$ or $2 \frac{1}{5}$) as reduced to the lowest terms.

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate problems from classroom texts and workbooks.
2. Prepare worksheets using problems like those in the example and ask the student to compute the answer. Give the student 3 or 4 possible answers with only one that is correct so the student will be able to work towards getting one of the answers.
3. Set up the problem in vertical form as follows:

$$\begin{array}{r} 3 \frac{1}{2} \quad (1 \times \frac{(5)}{\uparrow} = 5) \quad \frac{5}{10} \\ - \quad \frac{13}{10} \quad (13 \times \frac{}{\uparrow} = 13) \quad - \frac{13}{10} \\ \hline \end{array}$$

Find the LCD

$$\begin{array}{r} \frac{13}{10} \quad (13 \times \frac{}{\uparrow} = 13) \quad - \frac{13}{10} \\ \hline \end{array}$$

Reduce to lowest terms $2 \frac{2}{10}$ $2 \frac{1}{5}$

Since $\frac{13}{10}$ cannot be subtracted from $\frac{5}{10}$, you must borrow 1 from the 3.

$$\begin{array}{r} 2 \frac{5}{10} \quad \frac{5}{10} + \frac{10}{10} = \frac{15}{10} \\ - \quad \frac{13}{10} \quad \rightarrow \quad - \frac{13}{10} \\ \hline 2 \frac{2}{10} \end{array}$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the difference with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
 Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESRA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area MATH Skills List No. 21907

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two fractions that are both mixed, the denominators are unequal, and the LDC is one of the denominators (no borrowing), the student will compute the difference.

Example: $17 \frac{3}{5} - 12 \frac{1}{10} =$ _____ ($5 \frac{5}{10}$ or $5 \frac{1}{2}$)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate problems from classroom texts and workbooks.
2. Prepare your own worksheets by creating problems like those in the example.
3. Work the problem in vertical form:

$$\begin{array}{r} 17 \frac{3}{5} \rightarrow \begin{array}{l} (3 \times \text{---} = 6) \\ (5 \times \text{---} = 10) \end{array} \rightarrow 17 \frac{6}{10} \\ - 12 \frac{1}{10} \rightarrow \begin{array}{l} (1 \times \text{---} = 1) \\ (10 \times \text{---} = 10) \end{array} \rightarrow 12 \frac{1}{10} \\ \hline 5 \frac{5}{10} \text{ or } 5 \frac{1}{2} \end{array}$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the difference with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - KSEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____ Age _____
 Last First or Grade _____

Content Area MATH Skills List No. 29108

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two mixed fractions with unequal denominators and where the LCD is one of the denominators (borrowing), the student will compute the difference.

Example: $20 \frac{1}{21} - 7 \frac{1}{7} =$ _____ ($12 \frac{19}{21}$)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate problems from classroom texts and workbooks.
2. Prepare worksheets of your own using problems like those in the example.
3. Work the problem in the following vertical form:

$$\begin{array}{r}
 20 \frac{1}{21} \rightarrow (1 \times \frac{21}{21} = 21) \rightarrow \frac{1}{21} \\
 - 7 \frac{1}{7} \rightarrow (1 \times \frac{21}{7} = 3) \rightarrow \frac{3}{21} \\
 \hline
 12 \frac{19}{21}
 \end{array}$$

Handwritten notes and arrows show the borrowing process: "borrow 1 from 20" and "1 from 20" leading to $\frac{1}{21} + \frac{21}{21} = \frac{22}{21}$.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the difference with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
 Signature Title

**Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESRA**

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____
Last First Age or Grade _____

Content Area MATH Skills List No. 29401

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two proper fractions with unequal denominators and the LCD is neither of the denominators, the student will compute the difference.

Example: $5/6 - 3/5 = \underline{\hspace{1cm}}$ (7/30)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare worksheets of your own using problems like those in the example.
3. Work your problems in vertical form as follows:

$\begin{array}{r} \frac{5}{6} \\ - \frac{3}{5} \\ \hline \end{array}$	Step 1. Find the LCD Multiply the denominators $5 \times 6 = \underline{30}$	<table border="0"> <tr> <td>$(5 \times \underline{\hspace{1cm}} = 25) \rightarrow$</td> <td>$\frac{25}{30}$</td> </tr> <tr> <td>$(6 \times \underline{\hspace{1cm}} = 30) \rightarrow$</td> <td>$\frac{18}{30}$</td> </tr> <tr> <td>$(3 \times \underline{\hspace{1cm}} = 18) \rightarrow$</td> <td>$\frac{18}{30}$</td> </tr> <tr> <td>$(5 \times \underline{\hspace{1cm}} = 30) \rightarrow$</td> <td>$\frac{30}{30}$</td> </tr> </table> $\frac{7}{30}$	$(5 \times \underline{\hspace{1cm}} = 25) \rightarrow$	$\frac{25}{30}$	$(6 \times \underline{\hspace{1cm}} = 30) \rightarrow$	$\frac{18}{30}$	$(3 \times \underline{\hspace{1cm}} = 18) \rightarrow$	$\frac{18}{30}$	$(5 \times \underline{\hspace{1cm}} = 30) \rightarrow$	$\frac{30}{30}$
$(5 \times \underline{\hspace{1cm}} = 25) \rightarrow$	$\frac{25}{30}$									
$(6 \times \underline{\hspace{1cm}} = 30) \rightarrow$	$\frac{18}{30}$									
$(3 \times \underline{\hspace{1cm}} = 18) \rightarrow$	$\frac{18}{30}$									
$(5 \times \underline{\hspace{1cm}} = 30) \rightarrow$	$\frac{30}{30}$									

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the difference with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

**Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA**

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First Age or Grade _____

Content Area MATH Skills List No. 29402

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given an improper and proper fraction with unequal demoninators and the LCD is neither of the denominators, the student will compute the difference.

Example: $13/9 - 1/5 = (56/45)$

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare worksheets of your own using problems like those in the example.
3. Work the problems in vertical form as follows:

$$\begin{array}{r} 13 \\ 9 \end{array}$$

find the LCD by multiplying the denominators $5 \times 9 = 45$

$$\begin{array}{r} 1 \\ 5 \end{array}$$

$$\begin{array}{r} 13 \\ 9 \end{array}$$

$$\begin{array}{l} (13 \times \underline{\quad} = 65) \rightarrow 65 \\ (9 \times \underline{\quad} = 45) \rightarrow 45 \end{array}$$

$$\begin{array}{r} 1 \\ 5 \end{array}$$

$$\begin{array}{l} (1 \times \underline{\quad} = 9) \rightarrow 9 \\ (5 \times \underline{\quad} = 45) \rightarrow 45 \end{array}$$

$$\begin{array}{r} 56 \\ 45 \end{array}$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the difference with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade

Content Area MATH Skills List No. _____

Given a mixed fraction and a proper fraction with unequal denominators, and the LCD is neither of the denominators (no borrowing), the student will compute the difference.

Example: $8 \frac{1}{2} - 1 \frac{1}{9} =$ (8 7/18)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare your own worksheets by creating problems like those in the example.
3. Compute them vertically in the following manner:

$$\begin{array}{r}
 8 \frac{1}{9} \quad (1 \times \underline{\quad} = 9) \rightarrow \frac{9}{18} \\
 (2 \times \underline{\quad} = 18) \\
 - \frac{1}{9} \quad (1 \times \underline{\quad} = 2) \rightarrow \frac{2}{18} \\
 (9 \times \underline{\quad} = 18) \\
 \hline
 8 \quad \longrightarrow \quad 8 \frac{7}{18}
 \end{array}$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the difference with % accuracy.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____

Signature	Title
_____	_____

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____ Age _____
 Last First or Grade _____

Content Area MATH Skills List No. 29404

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a mixed fraction and a proper fraction with unequal denominators, and the LCD is neither of the denominators (borrowing), the student will compute the difference.

Example: $14 \frac{2}{3} - \frac{4}{5} =$ _____ (13 $\frac{13}{15}$)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare your own worksheets by creating problems like those in the example.
3. Compute the problems vertically as follows:

$$\begin{array}{rcl}
 \swarrow \frac{2}{3} & (2 \times \underline{\hspace{1cm}} = 10) \rightarrow \frac{10}{15} & + \frac{15}{15} = \frac{25}{15} \\
 \frac{2}{3} & (3 \times \underline{\hspace{1cm}} = 15) \rightarrow \frac{10}{15} & \\
 \\
 \frac{4}{5} & (4 \times \underline{\hspace{1cm}} = 12) \rightarrow \frac{12}{15} & \\
 - \frac{4}{5} & (5 \times \underline{\hspace{1cm}} = 15) \rightarrow \frac{12}{15} & \\
 \hline
 13 & & \frac{13}{15}
 \end{array}$$

(Note: In the original image, arrows indicate the conversion of 2/3 to 10/15 and 4/5 to 12/15, and the final result 13 13/15 is circled.)

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the difference with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
 Signature Title

**Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESRA**

Form OF 8

School: _____ **District:** _____ **Area** _____

For Dates _____ **to** _____

Student Name _____ **Last** _____ **First** _____ **Age or Grade** _____

Content Area MATH **Skills List No.** 29404

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a mixed fraction and a proper fraction with unequal denominators, and the LCD is neither of the denominators (borrowing), the student will compute the difference.

Example: $14 \frac{2}{3} - \frac{4}{5} =$ _____ ($13 \frac{13}{15}$)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare your own worksheets by creating problems like those in the example.
3. Compute the problems vertically as follows:

$$\begin{array}{r}
 \begin{array}{l}
 \text{N} \quad \frac{2}{3} \quad (2 \times \text{---} = 10) \rightarrow \frac{10}{15} + \frac{15}{15} = \frac{25}{15} \\
 \quad \quad (3 \times \text{---} = 15)
 \end{array} \\
 - \quad \frac{4}{5} \quad (4 \times \text{---} = 12) \rightarrow \frac{12}{15} \rightarrow \frac{12}{15} \\
 \quad \quad (5 \times \text{---} = 15) \\
 \hline
 13 \quad \quad \quad \rightarrow \quad \quad \quad \textcircled{13 \frac{13}{15}}
 \end{array}$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the difference with _____ % accuracy.

Total Days Participation _____ **out of a possible** _____

Criterion Attained: Yes _____ No _____ **Date** _____

Teacher: _____ **Signature** _____ **Title** _____

Form OF 8

For Dates _____ to _____

Content Area MATH Skills List No. 29405

Example: $4/3 - 8/7 =$ (4/21)

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare your own worksheets by creating problems like those in the example.
3. Compute the problems in vertical form as follows:

$$\begin{array}{r} \frac{4}{3} \\ - \frac{8}{7} \\ \hline \end{array} \quad \begin{array}{l} (4 \times \underline{\quad} = 28) \\ (3 \times \underline{\uparrow} = 21) \end{array} \rightarrow \frac{28}{21} \\ \begin{array}{l} (8 \times \underline{\quad} = 24) \\ (7 \times \underline{\uparrow} = 21) \end{array} - \frac{24}{21} \\ \hline \frac{4}{21}$$

The student will compute the difference with _____ % accuracy.

Criterion Attained: Yes _____ No _____ Date _____

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For Dates _____ to _____

Content Area MATH Skills List No. 29406

Example: $4 \frac{1}{3} - \frac{5}{4} =$ (3 $\frac{1}{12}$)

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare your own worksheets by creating problems like those in the example.
3. Compute the problems in vertical form as follows:

$3 \times \frac{1}{3} \quad (1 \times \underline{\quad} = 4) \quad \frac{4}{12} + \frac{12}{12} = \frac{16}{12}$
 $(3 \times \underline{\quad} = 12)$
 $-\frac{5}{4} \quad (5 \times \underline{\quad} = 15) \quad -\frac{15}{12} \rightarrow -\frac{15}{12}$
 $(4 \times \underline{\quad} = 12)$
 $3 \rightarrow 3 \frac{1}{12}$

The student will compute the difference with _____ % accuracy.

Criterion Attained: Yes _____ No _____ Date _____

220 244

**Individual Student Short Term Plan/Record
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Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____
Last First Age or Grade _____

Content Area MATH Skills List No. 29408

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two mixed fractions with unequal denominators and the LCD is neither of the denominators (borrowing), the student will compute the difference.

Example: $256 \frac{1}{10} - 139 \frac{2}{3} =$ _____ (116 $\frac{13}{30}$)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate materials from classroom texts and workbooks.
2. Prepare your own worksheets with problems like those in the example.
3. Compute the problem in vertical form as follows:

$$\begin{array}{rcl}
 & \text{borrow 1 from 256} & \\
 \begin{array}{r}
 \cancel{256} \frac{1}{10} \\
 255
 \end{array} & \begin{array}{l}
 (1 \times \underline{\quad} = 3) \rightarrow \\
 (10 \times \uparrow = 30)
 \end{array} & 3/30 + 30/30 = 33/30 \\
 - \begin{array}{r}
 139 \frac{2}{3} \\
 \hline
 116
 \end{array} & \begin{array}{l}
 (2 \times \underline{\quad} = 20) \rightarrow \\
 (3 \times \uparrow = 30)
 \end{array} & \begin{array}{l}
 20/30 \rightarrow \\
 \hline
 \boxed{116 \frac{13}{30}}
 \end{array}
 \end{array}$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the difference with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 3-7

Content Area Math Skills List No. 30001 A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the procedure for multiplying fractions.

Activities: What will be done, when, how much (time), by whom?

Each student will need a supply of graph paper. Several simple fraction multiplication problems are written on the chalkboard.

To solve a problem, the student first looks at the denominators in the problem. On his graph paper he makes a rectangle with sides as long and wide as the denominators in the multiplication problem. He then counts the squares within the rectangle. This number will be the new denominator. He then repeats the procedure with the numerators. By placing the new numerator over the new denominator he will have finished the problem, assuming that he does not have to further reduce the problem.

Example:

To multiply $5/8 \times 3/4$ the student would first look at the denominators. He would make a rectangle on his graph paper eight squares long by four squares wide. By counting the squares in the rectangle he would find the new denominator, 32. He would then look at the numerators. He would make a rectangle five squares long by three squares wide. By counting the number of squares in the rectangle he would find the new numerator, 15. By placing the numerator over the denominator he finds the product of the problem which is $15/32$. This particular problem needs no further reduction in terms, and so the student has finished with the problem.

It is best to begin with problems that do not need to be reduced. Daily practice with this activity will help the child to feel confident in his ability to multiply fractions.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The child will correctly multiply eight of ten fraction problems. He may use graph paper as an aid if he needs to do so.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No ☒ Date _____

Teacher: _____

Signature

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Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

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School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade 4-6

Content Area Math Skills List No. 30003 ÷ 26403 A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to multiply fractional numbers by whole numbers, using geometric shape models.

Activities: What will be done, when, how much (time), by whom?

Using a compass, scribe four inch circles. Divide these circles equally according to the fractional number to be taught (to teach $\frac{1}{4}$ divide the circles into four equal parts). Label the parts with their proper fractional names ($\frac{1}{2}$, $\frac{1}{4}$, etc.).

To multiply a whole number by a fraction, the student makes a set of the fractional parts of the circles. For example, to multiply $\frac{1}{4} \times 3$, the student picks up three $\frac{1}{4}$ pieces of the circle. He then puts them together to form $\frac{3}{4}$ of a circle. By counting the number of pieces he finds the answer to the problem and also receives a visual picture of what $\frac{3}{4}$ looks like.

This exercise is also helpful in helping children to change improper fractions to mixed numbers. If a student is given a problem such as $5 \times \frac{1}{2}$, he follows the same procedure as outlined above by taking five $\frac{1}{2}$ circle pieces, placing them together to form 2 complete circles and $\frac{1}{2}$ circle, and counting the pieces to give him the improper fraction $\frac{5}{2}$. He can readily see that the five $\frac{1}{2}$ circle pieces comprise two whole circles plus one half of a circle, or two wholes and one half ($2 \frac{1}{2}$).

Daily practice with this exercise will help the student to become proficient in multiplying whole numbers by fractions, in changing improper fractions to mixed numbers, and in conceptualizing the idea of fractions through visual reinforcement.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten problems of fractions being multiplied by whole numbers, the student will properly find the products using portions of circles as a manipulative and visual aid.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature 247 Title

Individual Student Short Term Plan/Record
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Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First

Age _____
or
Grade 4-6

Content Area Math Skills List No. 30601

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to identify reciprocals of fractions.

Activities: What will be done, when, how much (time), by whom?

Make a set of flash cards with fractions written on one side. Make another set with the reciprocal of those fractions written on them.

The first set of cards is placed face down in a deck on the table. The second set of cards is laid out face up on the table. A student turns over a card and tries to match it to its reciprocal within five seconds. If he can correctly match the two cards he takes them both. If not, he places the card at the bottom of the pile and play moves to the second student.

It is best to begin with only about twenty cards in each set. For added practice have the student say the fraction and its reciprocal aloud as he plays.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will pick the reciprocal of a fraction from a group of rational numbers and do so with 90% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____

Signature

Title

Content Area MATH Skills List No. 31801

Example: $5/6 \div 1/6 =$ (5)

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare your own worksheets with problems like those in the example for students to compute.
3. Prepare a grid with 25 squares (5 x 5). Place fractions around the perimeter, vertically on the left and horizontally on the top. Play a game of tic-tac-toe and block out by taking turns dividing the fractions.

$1/2$				
$6/8$				
$4/8$			1	
$1/4$				
$2/3$				

$$\rightarrow 4/8 \div 1/2 =$$

$$4/8 \times 2/1 = 8/8 \text{ or } 1$$

(See Attach Page 2)

The student will compute the product with _____ % accuracy.

Teacher: _____
Signature _____ Title _____

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or

Grade _____

Content Area MATH Skills List No. 31801

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Activities: What will be done, when, how much (time), by whom?

4. Compute in the following way

$$5/6 \div 1/6$$

(invert)

$$5/\cancel{6}^1 \times \cancel{6}^1/1 = 5/1 \text{ or } 5$$

5. Teach the students to invert the divisor, cross cancel and multiply.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____

Signature _____ Title _____

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School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First Age or Grade _____

Content Area MATH Skills List No. 31802

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given proper fractions having unlike denominators, no cancellation possible, the student will compute the quotient. Example: $4/7 \div 5/6 =$ _____ (24/34)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate exercises from classroom texts and workbooks.
2. Prepare worksheets with problems like those in the example. (Note: By using Prime numbers in the denominator of the dividend and in the numerator of the divisor, cross cancellation will not be possible.
3. Compute the problem in the following manner:

$$\frac{4}{7} \div \frac{5}{6} \xrightarrow{\text{Invert}} \frac{6}{5}$$

change to (x)

$$\frac{4}{7} \times \frac{6}{5} = \frac{(4 \times 6)}{(7 \times 5)} = \frac{24}{35}$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the quotient with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

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School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Last _____ First _____ Age _____
or _____ Grade _____

Content Area MATH Skills List No. 31803

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given proper and improper fractions, and cancellation possible, the student will compute the quotient. Example: $6/8 \div 3/16 = \underline{\hspace{1cm}}$ (4)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate exercises from classroom texts and workbooks.
2. Prepare your own worksheets using problems like those in the example.
3. Compute the problems as follows:

$$6/8 \div 3/6 =$$

Step 1. Invert the divisor and change the " $\div$ " symbol to "x".

$$\frac{6}{8} \times \frac{6}{3}$$

Step 2. Cross cancel

$$\begin{array}{r} 2 \quad 3 \\ \cancel{6} \times \cancel{6} \\ \cancel{8} \quad 2 \\ 4 \quad 1 \end{array}$$

Step 3. Multiply

$$\begin{array}{r} 2 \quad 3 \\ \cancel{6} \times \cancel{6} \\ \cancel{8} \quad 2 \\ 4 \quad 1 \end{array} \quad \begin{array}{l} (2 \times 3) = 6 \\ (4 \times 1) = 4 \end{array}$$

Step 4. Reduce to simplest terms

$$\frac{6}{4} = 1 \frac{2}{4} \text{ or } 1 \frac{1}{2}$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the quotient with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____ Signature _____ Title _____

**Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - KSEA**

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Last _____ First _____ Age _____
or _____
Grade _____

Content Area MATH Skills List No. 32101

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two fractions, the first mixed and the second proper, the student will compute the quotient. Example: $5 \frac{3}{12} \div \frac{1}{4} = \underline{\hspace{2cm}}$ (21)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate exercises from classroom texts and workbooks.
2. Prepare worksheets using problems like those in the examples.
3. Compute the problem in the following manner:

$5 \frac{3}{12} \div \frac{1}{4}$

Step 1. Change the mixed fraction $5 \frac{3}{12}$ to an improper fraction $\frac{63}{12}$

Step 2. Invert the divisor ($\frac{1}{4}$) to ($\frac{4}{1}$) and change the $\div$ symbol to x.

$$\frac{63}{12} \times \frac{4}{1}$$

Step 3. Cross cancel

$$\begin{array}{r} 63 \times \cancel{4}^1 \\ \cancel{12}_3 \times 1 \\ \hline 21 \end{array}$$

Step 4. Multiply

$$\frac{63}{\cancel{12}_3} \times \frac{\cancel{4}^1}{1} = (63 \times 1) = \frac{63}{3}$$

Step 5 Reduce to simplest terms (divide 3 into 63)

$$\frac{21}{\cancel{3}_1} = \textcircled{21}$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the quotient with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESRA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First Age
or
Grade _____

Content Area MATH Skills List No. 32401

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two fractions, the first whole and the second proper, the student will compute the quotient. Example: $3 \div 1/3 =$ _____ (9)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate exercises from classroom texts and workbooks.
2. Prepare worksheets using problems like those in the example.
3. Compute the problems in the following manner:

$$3 \div 1/3 = \underline{\hspace{2cm}}$$

Step 1. Make the 3 into a fraction (3/1)

Step 2. Invert the divisor (1/3) to 3/1

Step 3. Change the " $\div$ " symbol to "x".

Step 4. Multiply

$$\frac{3}{1} \times \frac{3}{1} = \frac{(3 \times 3)}{(1 \times 1)} = \frac{9}{1} = \textcircled{9}$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the quotient with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESRA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First Age _____
or Grade _____

Content Area MATH Skills List No. 32402

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two fractions, the first proper and the second whole, the student will compute the quotient. Example: $5/7 \div 12 =$ _____ (5/84)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate exercises from classroom texts and workbooks.
2. Prepare worksheets using problems like those in the example.
3. Compute the problems in the following manner:

$$5/7 \div 12 = \underline{\hspace{2cm}}$$

Step 1. Make 12 into a fraction by putting a 1 as denominator (12/1)

Step 2. Invert the divisor (12/1) to 1/12)

Step 3. Change the " $\div$ " to "x".

Step 4. Multiply (check to see if you can cross cancel)

$$\frac{5}{7} \times \frac{1}{12} \quad (5 \times 1) = \frac{5}{84} \quad (7 \times 12)$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the quotient with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Form OF 8

For Dates _____ to _____

Content Area MATH Skills List No. 32701

Example: $7 \frac{1}{3} \div 2 \frac{1}{5} =$ _____ (10/3 or $3 \frac{1}{3}$)

3. Compute the problems in the following manner:

$$\frac{10}{3} \text{ (divide 3 into 10)} = 3 \frac{1}{3}$$

Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade 3-5

Content Area Math Skills List No. 35101

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the concept of single place decimals.

Activities: What will be done, when, how much (time), by whom?

On one centimeter graph paper, draw a 100 square centimeter box. Using orange Cuisenaire rods or 1 cm. x 10 cm. strips of tagboard, let the child explore to find how many rods or strips it takes to cover the 100 cm. box. Discuss with the child the number of rods or strips used, and try to help him decide what part of the box can be covered with only one rod or strip. You may give him the fraction name $1/10$ or the decimal name .1. Continue the discussion using two rods ($2/10$ or .2, etc. up through $10/10$ or 1.0).

Prepare activity sheets showing boxes covered by various numbers of rods and have the student write the decimal fraction below the box. Prepare other sheets showing boxes with the decimal fractions written below and have the student cover or color in the correct number of 1 cm. blocks.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given pictures of 100 cm. boxes covered by 1 cm. x 10 cm. strips or rods, the student will supply the correct decimal fraction with 90% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 3-6

Content Area Math Skills List No. 35102

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach decimal place value to the 1/100 place.

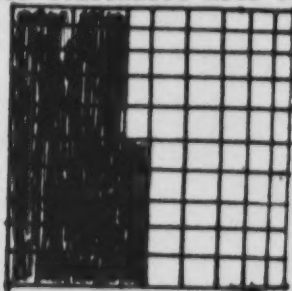
Activities: What will be done, when, how much (time), by whom?

On 1 cm. graph paper make four boxes that are 100 sq. centimeters each. Make ditto copies so that each child may use as many copies as he needs.

Each 1 cm. square is equal to the decimal .01. A single column of ten 1 cm. squares is equal to the decimal .1 .

Make a list of two-place decimals on the board or an assignment sheet. Have the child write the decimal number at the bottom of one of the boxes. Then have him cover the correct number of squares in the box using orange and white cuisenaire rods, or with 1 cm. and 10 cm. strips made from tagboard. When he covers the correct amount of squares he should trace around the Cuisenaire Rods or tagboard strips and then color in the squares, thus making a graph of the decimal number.

Example: The decimal .45 would be shown by using four orange and five white Cuisenaire Rods or four ten cm. strips and five one cm. squares.



Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten two-digit decimals, the child will correctly show the value of the numbers, using graph paper and Cuisenaire Rods or one and ten centimeter strips and blocks.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____ Signature _____ Title _____

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First

Age _____
or

Grade 5-8

Content Area Math Skills List No. 36301 and 36302

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To reinforce a child's ability to convert decimals to fractions with denominators of 10 or 100.

Activities: What will be done, when, how much (time), by whom?

Make dominos from tagboard but instead of using dots, use fractions and decimals. Each domino should show a fraction and a decimal which will not have equal values.

Example:

.05	$\frac{3}{10}$
-----	----------------

.3	$\frac{2}{10}$
----	----------------

The game is played as with regular dominos except that a decimal may only be joined to its equivalent fraction. For example .3 could be joined to $\frac{3}{10}$.

Daily practice with this game will increase the student's ability to convert decimals to fractions and fractions to decimals.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The child will convert eight out of ten two-place decimals to equivalent fractions with denominators of 10 or 100.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Content Area MATH Skills List No. 36901

Example: $.2 + .6 = .8$

Ones	Tenths
	6
	7
1	.3

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Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 36902

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two addends that are in units and tenths, the student will compute the sum.

Example: $2.5 + 3.4 = \underline{\hspace{1cm}}$ (5.9)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate exercises in classroom texts and workbooks.
2. Prepare worksheets and/or flashcards with problems for the student to solve like those in the example.
3. Compute the sum inside the following type of a grid to help the student keep the decimals in line and carry into the units column correctly:

	Ones	Tenths
	2	5
+	3	4
	5	9

	Ones	Tenths
	3	6
+	5	7
	9	3

(carry the 1 from 13 to the ones column)

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the sum with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 37201

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Give one addend in hundredths and one addend in tenths, the student will compute the sum.
Example: $.48 + .2 = \underline{\hspace{1cm}}$ (.68)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate exercises in classroom texts and workbooks.
2. Prepare worksheets and/or flashcards with problems for the student to solve like those in the example.
3. Compute the sum inside the following type of a grid to help the student keep the decimals in line and carry into the units correctly.

Ones	Tenths	Hundredths
	4	8
+	2	
	6	8

One	Tenths	Hundredths
	3	8
+	8	2
1	1	0

(carry the 1 from 11 to the Ones column)

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the sum with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area MATH Skills List No. 37501

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two addends in the hundredths, the student will compute the sum.

Example: $.17 + .58 = \underline{\hspace{1cm}}$ (.75)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate exercises in classroom texts and workbooks.
2. Prepare worksheets and/or flashcards with problems for the students to solve like those in the example.
3. Compute the sum inside the following type of a grid to help the students keep the decimals in line and carry into the units correctly.

	ones	tenths	hundredths
		1	7
+		5	8
		7	5

	ones	tenths	hundredths
		8	2
+		4	1
	1	2	2

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the sum with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First Age or Grade _____

Content Area MATH Skills List No. 37502

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two addends that are in units and tenths, the student will compute the sum.

Example: $25.4 + 37.9 = \underline{\hspace{2cm}} (63.3)$

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate exercises in classroom texts and workbooks.
2. Prepare worksheets and/or flashcards with problems for the student to solve like those in the example.
3. Compute the sum inside the following type of a grid to help the students keep the decimal in line and carry into the units correctly.

Tens	ones	.	Tenths
2	5	4	4
3	7	1	9
6	3	1	3

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the sum with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or

Grade _____

Content Area MATH Skills List No. 37801

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given one addend in the hundredths and one addend in the tenths, the student will compute the sum.

Example: $.6 + .73 =$ _____ (1.33)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate exercises in classroom texts and workbooks.
2. Prepare worksheets and/or flashcards with problems for the student to solve like those in the example.
3. Compute the sum inside the following type of a grid to help the student keep the decimals in line and carry into the units correctly.

	ones	tenths	hundredths
	.		
	6		
+	7	3	
	1	3	3

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the sum with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

For Dates _____ to _____

Content Area MATH Skills List No. 37802

Example: $25.69 + .8 =$ (26.49)

1. Select appropriate exercises in classroom texts and workbooks.
2. Prepare worksheets and/or flashcards with problems for the students to solve like those in the example.
3. Compute the sum inside the following type grid to help the student keep the decimals in line and carry into the units correctly.

$$25.69 + .8 =$$

tens	ones	.	tenths	hundredths
2	5	.	6	9
		.	8	
2	6	.	4	9

The student will compute the sum with _____ % accuracy.

Criterion Attained: Yes _____ No _____ Date _____

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**Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA**

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 38101

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two decimal fractions in tenths, the student will compute the difference.

Example: $.8 - .2 = \underline{\hspace{1cm}}$ (.6)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare your own worksheets with problems like those in the example, or use the chalkboard.
3. Ask the student to prepare his problems in the following type of grid to help him line up the decimal points.

Tens	ones	tenths	hundredths
—	—	—	—

Tens	ones	tenths	hundredths
—	—	—	—
		8	
		2	
1	.	0	

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the difference with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Last _____ First _____ Age _____
or _____
Grade _____

Content Area _____ MATH _____ Skills List No. _____ 38102

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given one decimal fraction in units and one in tenths, the student will compute the difference.

Example: $6.3 - 2.2 =$ _____ (4.1)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare your own worksheets with problems like those in the example, or use the chalkboard.
3. Ask the students to prepare his problems in the following type of grid to help him line up the decimal points.

$$\begin{array}{r} \text{ones} \quad \text{tenths} \\ \begin{array}{r} 6 \cdot 3 \\ - 2 \cdot 2 \\ \hline 8 \cdot 5 \end{array} \end{array}$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the difference with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature _____ Title _____

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First Age or Grade _____

Content Area MATH Skills List No. 38103

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two decimal fractions in hundredths, the student will compute the difference.

Example: $.09 - .04 = \underline{\hspace{1cm}} (.05)$

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare your own worksheets with problems like those in the examples, or use the chalkboard.
3. Ask the student to prepare his problems in the following type of grid to help him line up the decimal points.

	ones	tenths	hundredths
	.		
	0	9	
-		0	4
	1	3	

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the difference with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

For Dates _____ to _____

Content Area MATH Skills List No. 38104

Given two decimal fractions in units and hundredths, the student will compute the difference. Example: $23.18 - 12.0 =$ (11.18)

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare your own worksheets with problems like those in the example, or use the chalkboard.
3. Ask the students to prepare his problems in the following type of grid to help him line up the decimal points.

tens	ones	tenths	hundredths
2	3	1	8
1	2	0	6
1	1	1	2

The student will compute the difference with % accuracy.

Criterion Attained: Yes No Date

247 271

Form OF 8

For Dates _____ to _____

Content Area MATH Skills List No. 38401

Given one decimal fraction in units and hundredths and one in tenths, the student will compute the difference.

Example: $14.89 - .7 =$ (14.19)

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare your own worksheets with problems like those in the examples, or use the chalkboard.
3. Ask the student to prepare his problems in the following type grid to help him line up the decimal points.

tens	ones	tenths	hundredths
1	4	8	9
		.	7
1	4	.	29

The student will compute the difference with _____ % accuracy.

Criterion Attained: Yes _____ No _____ Date _____

248 272

For Dates _____ to _____

Content Area	MATH	Skills List No.	38701
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Given two decimal fractions in units and tenths, the student will compute the difference.
Example: $6.7 - 1.8 =$ (4.9)

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare your own worksheets with problems like those in the example, or use the chalkboard.
3. Ask the students to prepare his problems in the following type of grid to help him line up the decimal points.

$$6.7 - 1.8 =$$

$$\begin{array}{r}
 \text{tens} \quad \text{ones} \quad \text{tenths} \\
 \begin{array}{r}
 67 \\
 - 18 \\
 \hline
 85
 \end{array}
 \end{array}$$

(borrow one (1) from the 6)

The student will compute the difference with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes No Date

Teacher: _____

Signature	Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area MATH Skills List No. 38702

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two decimal fractions in hundredths, the student will compute the difference.

Example: $.53 - .08 = \underline{\hspace{1cm}} (.45)$

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare your own worksheets with problems like those in the example, or use the chalkboard.
3. Ask the student to prepare his problems in the following type of grid to help him line up the decimal points.

ones	tenths	hundredths
.	.	.
5	3	
-	0	8
	4	5

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the difference with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Content Area MATH Skills List No. 38704

ones tenths hundredths thousandths

. 6 0 8

- . 4 3 8

. 1 7 0

or

. 1 7

(borrow one (1) from the 6)

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Individual Student Short Term Plan/Record
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Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Last _____ First _____ Age _____
 or _____
 Grade _____

Content Area MATH Skills List No. 39001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given one decimal fraction in units and hundredths (6.04), and one in tenths (.3), the student will compute the difference.

Example: $6.04 - .3 =$ _____ (5.74)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate sections from classroom texts and workbooks.
2. Prepare your own worksheets with problems like those in the example, or use the chalkboard.
3. Ask the student to prepare his problems in the following type grid to help him line up the decimal points.

$6.04 - .3 =$ _____

	ones tenths hundredths		
	6	0	4
-	1	3	
	5	7	4

(borrow one (1) from the 6)

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the difference with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
 Signature _____ Title _____

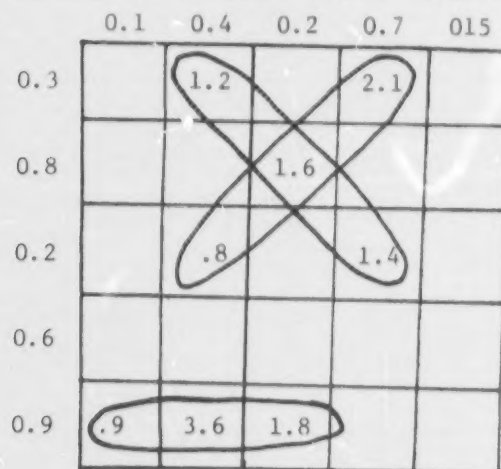
For Dates _____ to _____

Student Name	_____	Age	_____
	Last	First	or Grade

Content Area MATH Skills List No. 39301

Given two decimal fractions in tenths, the student will compute the product.
Example: $0.5 \times 0.9 =$ (.45)

1. Select appropriate problems and exercises from classroom texts and workbooks.
2. Prepare your own worksheets with problems like those in the example.
3. Make a graph with 1" squares (5 squares wide and 5 high) for a total of 25 squares. Write decimal fractions in tenths around the perimeter as follows:



(See page 2 under "Activities")

The student will compute the product with _____ % accuracy.

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____

Signature	Title
_____	_____

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area MATH Skills List No. 39301

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Activities: What will be done, when, how much (time), by whom?

4. Compute the problems in the following way:

$$\begin{array}{r} \boxed{}.\boxed{} \\ \boxed{}.\boxed{} \\ \hline \boxed{}\boxed{} \\ \boxed{}\boxed{} \\ \hline \boxed{}.\boxed{}\boxed{} \end{array}$$

$$\begin{array}{r} \boxed{0}.\boxed{5} \\ \boxed{0}.\boxed{9} \\ \hline \boxed{4}\boxed{5} \\ \boxed{0}\boxed{0} \\ \hline \boxed{0}.\boxed{4}\boxed{5} \end{array} \begin{array}{l} 1 + 1 \\ \leftarrow 1 \\ \leftarrow 2 \end{array}$$

NOTE: Teach the students the rule to count the number of places to the right of the decimals in the multiplicand and multiplier to find out how many places to the left you place the decimal in the answer.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List# 39302

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given one decimal fraction in units and tenths (3.2) and one in tenths (0.7), the student will compute the product.

Example: $0.7 \times 3.2 =$ _____ (2.24)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate problems and exercises from classroom texts and workbooks.
2. Prepare worksheets with problems like those in the example.
3. See plan No. 3901 Activity No. 3 for a game.
4. See plan No. 3901 Activity No. 4 for instructions on computing the problem.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the product with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Comments:

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 39601

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given one decimal fraction in thousandths with "0" in tenths and hundredths places (0.008) and one decimal fraction in the tenths (0.5), the student will compute the product.
Example: $0.008 \times 0.5 =$ _____ (.004)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate problems and exercises from classroom texts and workbooks.
2. Prepare worksheets with problems like those in the example.
3. See plan No. 3901 Activity No. 3 for a game
4. See plan No. 3901 Activity No. 4 for instructions on computing the problem.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the product with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 39602

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given one decimal fraction in thousandths with "0" in tenths and hundredths places (0.007) and one decimal fraction in hundredths with "0" in the tenths place (.09), the student will compute the product. Example: $0.007 \times .09 =$ _____ (.00063)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate problems and exercises from classroom texts and workbooks.
2. Prepare worksheets with problems like those in the example.
3. See plan No. 3901 Activity No. 3 for a game.
4. See plan No. 3901 Activity No. 4 for instructions on computing the problem.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the product with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First Age _____
or Grade _____

Content Area _____ MATH Skills List# _____ 39603 _____

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two decimal fractions in units and hundredths, the student will compute the product. Example: $51.57 \times 76.08 =$ _____ (3923.4456)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate problems and exercises from classroom texts and workbooks.
2. Prepare worksheets with problems like those in the example.
3. See plan No. 3901 Activity No. 3 for a game.
4. See plan No. 3901 Activity No. 4 for instructions on computing the problem.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the product with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Comments:

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 39604

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given one decimal fraction in thousandths and one in powers of 10. The student will compute the product.

Activities: What will be done, when, how much (time), by whom?

1. See plan No. 3901 Activity No. 3 for a game.
2. Teach the student that for every zero in the multiplier, simply count the same number to the right and move the decimal the same number of places to the right.

Example: $.572 \times \underline{1000} = \underline{.572} \text{ or } 572$
 $\rightarrow 3 \quad \rightarrow 3$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the product with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 39902

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two decimal fractions in tenths, and the second is whole with no remainder, the student will compute the quotient. Example: $6.48 \div 2 = \underline{\hspace{1cm}}$ (32.4)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate exercises from classroom texts and workbooks.
2. Prepare your own worksheets with problems like those in the example.
3. Compute the problem in the following way:

$$\begin{array}{r} 3.24 \\ 2 \overline{)64.48} \\ \underline{-64} \\ 04 \\ \underline{-4} \\ 08 \\ \underline{-8} \\ 0 \end{array}$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the quotient with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESRA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area MATH Skills List No. 39903

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given one decimal in the hundredths (the dividend) and a second in the tenths (the divisor), with no remainder, the student will compute the quotient.

Example: $30.08 \div 9.4 = \underline{\quad\quad} (3.2)$

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate exercises from classroom texts and workbooks.
2. Prepare your own worksheets with problems like those in the example.
3. Compute the problem as follows:

$$9.4 \overline{) 30.08}$$

$$\begin{array}{r} 3.2 \\ 94 \overline{) 300.8} \\ \underline{-282} \downarrow \\ 188 \\ \underline{-188} \\ 0 \end{array}$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the quotient with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
 Last First or
 Grade _____

Content Area MATH Skills List No. 39904

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a first decimal in tenths (dividend) and a second in thousandths (divisor) with no remainder, the student will compute the quotient. Example: $21.4 \div 2.675 = \underline{\hspace{1cm}}(8)$

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate exercises from classroom texts and workbooks.
2. Prepare your own worksheets using problems like those in the example.
3. Compute the problems as follows:

$$\begin{array}{rcl}
 2.675 \overline{) 21.400} & \rightarrow & \begin{array}{r} 8 \\ 2675 \overline{) 21400} \\ -21400 \\ \hline 0 \end{array} \\
 \text{3 to right} \quad \text{3 to right} & &
 \end{array}$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the quotient with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
 Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____ Age _____
 Last First or
 Grade _____

Content Area MATH Skills List No. 39905

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a first decimal in thousandths with zero in tenths and hundredths (dividend) and a second decimal in hundredths with zero in tenths (divisor) and no remainder, the student will compute the quotient. Example: $1.008 \div 0.09 = \underline{\hspace{1cm}}$ (11.2)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate exercise from classroom texts and workbooks.
2. Prepare your own worksheets using problems like those in the example.
3. Compute the problems as follows:

$$\begin{array}{rcl}
 0.09 \overline{) 1.008} & \longrightarrow & \begin{array}{r} 11.2 \\ 9 \overline{) 100.8} \\ \underline{-9} \\ 10 \\ \underline{-9} \\ 18 \\ \underline{-18} \\ 0 \end{array} \\
 \text{2 to right} \quad \text{2 to right} & &
 \end{array}$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the quotient with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
 Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
 Last First or Grade _____

Content Area MATH Skills List No. 40201

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two decimals in tenths with a remainder, the student will compute the quotient.

Example: $.5 - .3 =$ _____ (1.6, $2/3$ or 1.6)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate exercises from classroom texts and workbooks.
2. Prepare your own worksheets using problems like those in the example.
3. Compute the problem as follows:

$$\begin{array}{rcl}
 \begin{array}{l} \text{(1 to right)} \end{array} & \begin{array}{l} \text{3} \overline{) .5} \\ \text{(1 to right)} \end{array} & \rightarrow \\
 & \begin{array}{r} 1.66... \\ 3 \overline{) 5.00} \\ \underline{-3} \\ 20 \\ \underline{-18} \\ 20 \end{array} & \text{or} \quad \begin{array}{r} 1 \ 2/3 \\ 3 \overline{) 5} \\ \underline{3} \\ 2 \end{array}
 \end{array}$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the quotient with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
 Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____ Age _____
 Last First or Grade _____

Content Area MATH Skills List# 40202

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a first decimal in hundredths, a second in tenths with a remainder, the student will compute the quotient.

Example: $9.54 \div 2.7 =$ _____ (3.53 or 3.533...)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate exercises from classroom texts and workbooks.
2. Prepare your own worksheets using problems like those in the example.
3. Compute the problem as follows:

$$\begin{array}{r} 2.7 \overline{) 9.54} \\ \underline{54} \\ 100 \\ \underline{81} \\ 19 \end{array}$$

(1 to right) (1 to right)

→

$$\begin{array}{r} 3.903 \\ 27 \overline{) 95.400} \\ \underline{71} \downarrow \downarrow \\ 24 \downarrow \\ \underline{24} \downarrow \\ 10 \downarrow \\ \underline{00} \downarrow \\ 100 \\ \underline{81} \\ 19 \end{array}$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the quotient with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
 Signature Title

Comments:

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____ Age _____
 Last First or
 Grade _____

Content Area MATH Skills List No. 40203

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a first decimal in tenths, a second in hundredths with a remainder, the student will compute the quotient.

Example: $5.5 \div .32 = \underline{\hspace{2cm}}$ (17.1875)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate exercises from classroom texts and workbooks.
2. Prepare your own worksheets using problems like those in the example.
3. Compute the problem as follows:

$$\begin{array}{r} .32 \overline{) 5.5} \\ \underline{.32 \overline{) 5.50}} \end{array}$$

(2 to the right) (2 to the right)

→

$$\begin{array}{r} 17.1875 \\ 32 \overline{) 550.0000} \\ \underline{-32} \\ 230 \\ \underline{-224} \\ 60 \\ \underline{-32} \\ 280 \\ \underline{-256} \\ 240 \\ \underline{-224} \\ 160 \\ \underline{-160} \\ 0 \end{array}$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the quotient with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
 Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name: _____ Age _____
Last First or
Grade _____

Content Area Math Skills List No. 42001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given the symbol "%", the student will identify the symbol as standing for "percent."
Example: % (percent)

Activities: What will be done, when, how much (time), by whom?

1. Assign students appropriate reading sections regarding percents from classroom texts and workbooks.
2. Explain to the student that percent means per one hundred or $(x)/100$.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will identify the symbol "%" as standing for "percent" with ____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 42301

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a two place decimal fraction, the student will identify an equivalent percent.

Example: .26 (26%)

Activities: What will be done, when, how much (time), by whom?

1. Explain the rule to change a decimal to a percent as follows:

Move the decimal place two places to the right and add the % symbol.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will identify an equivalent percent from a decimal with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

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School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List# 39302

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given one decimal fraction in units and tenths (3.2) and one in tenths (0.7), the student will compute the product.

Example: $0.7 \times 3.2 =$ _____ (2.24)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate problems and exercises from classroom texts and workbooks.
2. Prepare worksheets with problems like those in the example.
3. See plan No. 3901 Activity No. 3 for a game.
4. See plan No. 3901 Activity No. 4 for instructions on computing the problem.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the product with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Comments:

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 39601

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given one decimal fraction in thousandths with "0" in tenths and hundredths places (0.008) and one decimal fraction in the tenths (0.5), the student will compute the product.

Example: $0.008 \times 0.5 = \underline{\hspace{1cm}} (.004)$

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate problems and exercises from classroom texts and workbooks.
2. Prepare worksheets with problems like those in the example.
3. See plan No. 3901 Activity No. 3 for a game
4. See plan No. 3901 Activity No. 4 for instructions on computing the problem.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the product with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 39602

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given one decimal fraction in thousandths with "0" in tenths and hundredths places (0.007) and one decimal fraction in hundredths with "0" in the tenths place (.09), the student will compute the product. Example: $0.007 \times .09 =$ _____ (.00063)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate problems and exercises from classroom texts and workbooks.
2. Prepare worksheets with problems like those in the example.
3. See plan No. 3901 Activity No. 3 for a game.
4. See plan No. 3901 Activity No. 4 for instructions on computing the problem.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the product with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List# 39603

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two decimal fractions in units and hundredths, the student will compute the product. Example: $51.57 \times 76.08 =$ _____ (3923.4456)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate problems and exercises from classroom texts and workbooks.
2. Prepare worksheets with problems like those in the example.
3. See plan No. 3901 Activity No. 3 for a game.
4. See plan No. 3901 Activity No. 4 for instructions on computing the problem.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the product with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Comments: _____

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 39604

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given one decimal fraction in thousandths and one in powers of 10. The student will compute the product.

Activities: What will be done, when, how much (time), by whom?

1. See plan No. 3901 Activity No. 3 for a game.
2. Teach the student that for every zero in the multiplier, simply count the same number to the right and move the decimal the same number of places to the right.

Example: $.572 \times 1000 = .572$ or 572

$\rightarrow 3 \quad \rightarrow 3$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the product with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - KSEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 39901

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two decimal fractions in tenths with no remainder, the student will compute the quotient. Example: $.8 \div .2 = \underline{\quad\quad}$ (4)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate exercises from classroom texts and workbooks.
2. Prepare your own worksheets with problems like those in the example.
3. Compute the problem in the following way:

$$\begin{array}{r} .2 \overline{) .8} \\ \underline{.4} \\ .4 \\ \underline{.4} \\ 0 \end{array}$$

$$\begin{array}{r} 4 \\ 2 \overline{) 8} \\ \underline{8} \\ 0 \end{array}$$

(Rule: You must move the decimal in the divisor to the right to make a whole number. You must move the decimal in the dividend the same number of places and if there are not enough whole numbers, you add zeros as placeholders.)

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the quotient with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

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For Dates _____ to _____

Content Area	MATH	Skills List No.	39903
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Example: $30.08 \div 9.4 =$ (3.2)

1. Select appropriate exercises from classroom texts and workbooks.
2. Prepare your own worksheets with problems like those in the example.
3. Compute the problem as follows:

$$9.4 \overline{) 30.08}$$

$$\begin{array}{r} 3.2 \\ 94 \overline{) 300.8} \\ \underline{-282} \downarrow \\ 188 \\ \underline{-188} \\ 0 \end{array}$$

The student will compute the quotient with _____ % accuracy.

Criterion Attained: Yes No Date

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Form OF 8

For Dates _____ to _____

Content Area	MATH	Skills List No.	39904
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**Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA**

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 39905

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a first decimal in thousandths with zero in tenths and hundredths (dividend) and a second decimal in hundredths with zero in tenths (divisor) and no remainder, the student will compute the quotient. Example: $1.008 \div 0.09 = \underline{\hspace{1cm}}$ (11.2)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate exercise from classroom texts and workbooks.
2. Prepare your own worksheets using problems like those in the example.
3. Compute the problems as follows:

$$\begin{array}{rcl}
 0.09 \overline{) 1.008} & \longrightarrow & \begin{array}{r} 11.2 \\ 9 \overline{) 100.8} \\ \underline{-9} \\ 10 \\ \underline{-9} \\ 18 \\ \underline{-18} \\ 0 \end{array} \\
 \text{2 to right} \quad \text{2 to right} & &
 \end{array}$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the quotient with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
 Last First or
 Grade _____

Content Area MATH Skills List No. 40201

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given two decimals in tenths with a remainder, the student will compute the quotient.

Example: $.5 - .3 =$ _____ (1.6, $2/3$ or 1.6)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate exercises from classroom texts and workbooks.
2. Prepare your own worksheets using problems like those in the example.
3. Compute the problem as follows:

$$\begin{array}{rcl}
 \begin{array}{r} \overline{)3.5} \\ \underline{3} \\ 0 \\ \underline{0} \\ 0 \end{array} & \rightarrow & \begin{array}{r} 1.66... \\ 3 \overline{)5.00} \\ \underline{-3} \\ 2 \\ \underline{-1} \\ 1 \\ \underline{0} \end{array} \quad \text{or} \quad \begin{array}{r} 1 \frac{2}{3} \\ 3 \overline{)5} \\ \underline{3} \\ 2 \end{array}
 \end{array}$$

(1 to right) (1 to right)

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the quotient with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
 Signature Title

Form 2F 8

For Dates _____ to _____

Content Area MATH Skills List# 40202

Example: $9.54 \div 2.7 =$ (3.53 or 3.533...)

3. Compute the problem as follows:

$$\begin{array}{r} 3.903 \\ 27 \overline{) 95.400} \\ - 78 \downarrow \\ \hline 24 \quad 4 \\ 24 \quad 3 \downarrow \\ \hline 10 \downarrow \\ - 00 \downarrow \\ \hline 100 \\ 81 \\ \hline 19 \end{array}$$

Comments:

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

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School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____ Age _____
 Last First or Grade _____

Content Area MATH Skills List No. 40203

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a first decimal in tenths, a second in hundredths with a remainder, the student will compute the quotient.

Example: $5.5 \div .32 = \underline{\hspace{1cm}}$ (17.1875)

Activities: What will be done, when, how much (time), by whom?

1. Select appropriate exercises from classroom texts and workbooks.
2. Prepare your own worksheets using problems like those in the example.
3. Compute the problem as follows:

$$\begin{array}{r} .32 \overline{) 5.5} \\ \underline{.32} \\ .230 \\ \underline{.224} \\ 60 \\ \underline{.60} \\ 0 \end{array}$$

(2 to the right) (2 to the right)

→

$$\begin{array}{r} 17.1875 \\ 32 \overline{) 550.0000} \\ \underline{-32} \\ 230 \\ \underline{-224} \\ 60 \\ \underline{-60} \\ 0 \\ \underline{-32} \\ 280 \\ \underline{-256} \\ 240 \\ \underline{-224} \\ 160 \\ \underline{-160} \\ 0 \end{array}$$

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the quotient with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
 Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area Math Skills List No. 42001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given the symbol "%", the student will identify the symbol as standing for "percent."
Example: % (percent)

Activities: What will be done, when, how much (time), by whom?

1. Assign students appropriate reading sections regarding percents from classroom texts and workbooks.
2. Explain to the student that percent means per one hundred or $(x)/100$.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will identify the symbol "%" as standing for "percent" with ____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 42301

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a two place decimal fraction, the student will identify an equivalent percent.
Example: .26 (26%)

Activities: What will be done, when, how much (time), by whom?

1. Explain the rule to change a decimal to a percent as follows:

Move the decimal place two places to the right and add the % symbol.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will identify an equivalent percent from a decimal with _____ % accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or Grade _____

Content Area MATH Skills List No. 42302

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a three-place decimal fraction, the student will identify an equivalent percent.
Example: .103 (10.3%)

Activities: What will be done, when, how much (time), by whom?

1. Explain the following rule to the student:

Move the decimal point 2 places to the right and add a % symbol.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will identify an equivalent percent from a decimal with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade _____

Content Area MATH Skills List No. 42303

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a decimal fraction in units and tenths, the student will identify an equivalent percent.

Example: 1.1 (110%)

Activities: What will be done, when, how much (time), by whom?

1. Explain the following rule to the student:

Move the decimal 2 places to the right and write the % symbol.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will identify an equivalent percent from a decimal with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area: _____

For Dates _____ to _____

Student Name _____
Last First Age _____
or Grade _____

Content Area MATH Skills List# 42601

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

Given a (whole) percent $\langle 10\% \rangle$ 1%, the student will identify an equivalent decimal fraction.

Activities: What will be done, when, how much (time), by whom?

1. Explain the following rule:

Remove the % symbol and starting from the right of the whole number, count 2 places to the left and write the decimal.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will identify an equivalent decimal fraction with _____% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Comments:

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade K-2

Content Area Math Skills List No. _____

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To introduce the child to the idea of measuring length, width, height, etc. (linear measurement)

Activities: What will be done, when, how much (time), by whom?

Using only body parts (hands, feet, body length, length of an arm, etc.) the child will measure at least twenty-five objects in the classroom or at school and describe these objects in terms of the number of units of measurement used. For example, the child might describe the length of a blackboard as being twenty-five hands long, or six legs long, or three body lengths long, etc.) The child may give his measurements orally to the teacher who will record them, or record them himself in a measurement record book of his own making.

This same activity can be extended by using common classroom objects as units of measurement. For example: erasers, pencils, chalk, crayons, pointers, etc., could all be used as units of measurement.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When given ten specific objects to measure, the child will choose units of measurement, measure the objects, and report the measurements either orally or in a measurement record book.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 1-5

Content Area Math Skills List No. 45301 A; 45901 B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To be able to measure objects to the nearest inch or the nearest centimeter using a standard yardstick or a standard meter stick, and to understand that a yard is composed of sub-units of feet and inches, or that a meter is composed of the sub-unit centimeters.

Activities: What will be done, when, how much (time), by whom?

Using a yardstick for standard American measurement, or a meter stick for metric measurement, the child will measure at least fifty objects in the classroom, school or at home, and record his measurements in a measurement record book. He will measure each object to the nearest inch or centimeter, depending on the scale he is using.

Example: A child may measure a blackboard and find it to be twelve feet, six inches long. He will record this in his measurement record book, or orally to the teacher.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten objects to measure the child will correctly do so using either the standard American scale or metric scale with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 1-5

Content Area Math Skills List No. 45601

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To learn that a meter may be divided into ten decimeters or 100 centimeters, and that each decimeter may be divided into ten centimeters.

Activities: What will be done, when, how much (time), by whom?

Have the child cut out 10 strips of different colored construction paper, each strip being 1 decimeter (ten centimeters) in length and four centimeters wide. Glue these strips to adding machine tape or oaktag strips the same width. This will give the child a meter stick, with decimeters being the sub-unit of measurement.

Have the child measure at least twenty-five objects in the classroom or around the school and record his measurements to the nearest decimeter in a measurement record book that he has made.

After the child is familiar with meters and decimeters, he may use a standard meter stick to mark off centimeters on his own meter stick. He should label every tenth centimeter (10 cm., 20 cm., etc.) He will then discover that each decimeter has ten centimeters and that each meter has 100 centimeters. He may then measure new objects and record his observations to the nearest centimeter in his measurement record book.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The child will be able to tell that a meter may be divided into ten decimeters or one hundred centimeters, and that a decimeter may be divided into ten centimeters. He will also be able to measure ten objects to the nearest decimeter or centimeter and record his observations.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or

Content Area Math Skills List No. Grade 1-6
45601

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To be able to identify the unit of measurement meter, and its sub-units decimeter and centimeter.

Activities: What will be done, when, how much (time), by whom?

Use Cuisenaire Rods or Number Blocks. When using Cuisenaire Rods, only the orange and white rods are used. When using Number Blocks, only the tens and unit blocks are used.

Show the students a meter stick. Tell them that the length of the stick represents one meter. Give each child a meter stick. Have him find out how many orange Cuisenaire Rods or tens Number Blocks it takes to duplicate the length of the meter stick. When the child discovers that ten rods or blocks are needed, you may supply the name, decimeter, for this unit of measurement.

Using either the orange Cuisenaire Rods or the tens Number Blocks, have the child measure various objects in the classroom. Have him record his observations as being "so many rods or blocks long." After the child feels confident in his ability to measure and record his answers in this way, he may begin to record his measurements as "so many decimeters long."

When the child feels confident with decimeters, encourage him to find how many white Cuisenaire Rods or units of Number Blocks it takes to duplicate the length of the meter stick. You may supply the name "centimeter" for the child. Have the child measure objects in the room using only the white Cuisenaire Rods or the units Number Blocks and record his observations in a measurement record book, as with the previous activity.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The child will be able to tell that a meter may be divided into ten decimeters or one hundred centimeters, and will be able to correctly measure objects to the nearest centimeter or decimeter with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 1-3

Content Area Math Skills List No. 45901

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to measure using a ruler with a centimeter scale.

Activities: What will be done, when, how much (time), by whom?

Prepare several game boards from tagboard. The boards should be 4 cm. wide and 110 cm. in length. Mark off 5 cm. on each end of the board and label them start, and finish. The playing surface of the board will then be one meter long (100 cm.). Laminate the boards or cover them with clear contact paper. Also, prepare a spinner with six sections. Label the sections as follows: 0 cm., 5 cm., 10 cm., 5 cm., and 15 cm. and 20 cm.

The activity begins when one child spins the spinner and reads the number of centimeters indicated. He then measures that number of centimeters from the starting line, makes a mark with a crayon or water-base marker, and moves his token to that point. The first player to cross the finish line wins.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to measure using a ruler with a centimeter scale.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First Age or Grade 1-3

Content Area Math Skills List No. 45901 B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To be able to use a centimeter ruler for linear measurement of objects.

Activities: What will be done, when, how much (time), by whom?

Each student needs a ruler with a centimeter scale. It may be store-bought or made by the child. A thirty centimeter ruler is adequate for these exercises. Prepare three sets of task cards as follows: Divide 8 1/2" by 11" lined paper in half lengthwise. Label each side of the paper to indicate the length of objects that are to be measured and recorded. The first task card will have two columns, one for measuring objects from 1 cm. to 5 cm., and one for measuring objects from 11 cm. to 15 cm., and from 16 cm. to 20 cm. The third task card will have columns for measuring objects from 21 cm. to 25 cm. and from 26 cm. to 30 cm.

The child should be given one task card and be instructed to find and measure objects and to record them on this task card. Perhaps five minutes daily would be enough time for this exercise. When the child has finished filling one card he should be given the second, and then the third cards. By the time he has filled all three cards, he will be familiar with the use of centimeters for measurement and will have a good idea of the approximate size of many common classroom objects.

SAMPLE TASK CARDS

1-5 cm.	6-10 cm.

11-15 cm.	16-20 cm.

21-25 cm.	26-30 cm.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given ten objects to measure, the child will do so using a ruler with a centimeter scale and report his findings to the nearest centimeter with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 1-3

Content Area Math Skills List No. 46201 and 46202

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To be able to identify the perimeter of a two-dimensional shape (square, triangle, rectangle, etc.) to the nearest standard unit of measurement (inches, or centimeters).

Activities: What will be done, when, how much (time), by whom?

Make a ditto sheet, or draw on the board various shapes. Tell the child that he is going to learn to measure around the outside of the shape (perimeter). Give the child a length of string that is longer than the longest line segment to be measured. The child measures one side of the object with the string, then lays the string alongside a yardstick or meter stick and counts the number of inches or centimeters for that length of string. He continues this same process until he has measured all the sides of the shape, then adds his recorded measurements together to find the perimeter of the object.

The activity may be done a few minutes at a time each day, until the child can accurately and easily measure the line segments and compute the perimeter of an object.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given 10 two-dimensional shapes to be measured, the child will measure and compute the perimeter using string and a yardstick or meter stick as his tools of measurement, and do so with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 3-5

Content Area Math Skills List No. 46501

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to identify linear distances on a scaled map.

Activities: What will be done, when, how much (time), by whom?

Assemble a collection of maps that the child can use for practicing map skills. Explain the importance of the key or legend of the map and show the child the important information contained in the key. Have the child set a straight line or ruler alongside the map scale and mark the scale on his ruler or straight edge. Then allow him to measure distances from one point to another on the map. It is best to begin with a map that has a relatively small scale (1" = ten miles, etc.). Let the student work with one map until he becomes familiar with that map and scale. Have him measure distances between two points on the map. Using the scale, have him figure the correct actual distance by multiplying.

Have the student work with several different maps so he can become familiar with more than one scale. Let him plan out an imaginary trip and have him find the distance between major towns and cities along his route.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a scaled map, the student will be able to use the scale to determine distance between points on the map.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 1-3

Content Area Math Skills List No. 5201 A and B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To be able to tell the exact hour, and to be able to position the hands of a clock correctly when given a time that is exactly on the hour.

Activities: What will be done, when, how much (time), by whom?

Prepare a 5" by 5" clock with moveable hands for each child. Prepare twelve 3" by 3" activity cards. Draw a clock face on one side of each activity card with the hands indicating an exact hour (12:00, 2:00, 5:00, etc.). On the other side of each card print the time shown on the clock.

Activity 1: The student reads the time printed on the back of the card (or the teacher reads the time for him) and he moves the hands on his clock to show the correct time. He then checks his answer on the back of the activity card. Award one point for each correct response.

Activity 2: The student looks at the time displayed on the clock face of the activity card and writes the correct time on a separate sheet of paper or says the correct time to the teacher. He then checks his answer on the back side of the card. Award one point for each correct response.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When given a specific time on the hour, the child will correctly position the hands of a clock to demonstrate that time. When shown a clock with the hands indicating a specific hour, the child will give the proper time, either orally or in writing.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last _____ First _____ or _____
Grade _____

Content Area _____ Math _____ Skills List No. 53702 A and B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To learn the value and the corresponding names of the five U.S. coins (1, 5, 10, 25, and 50 cents).

Activities: What will be done, when, how much (time), by whom?

Prepare 3" x 3" activity cards. On one side draw or paste a picture of an object, and below the object draw or paste a picture of one of the five U.S. coins. On the other side of the card, draw or paste another picture of the same object and write the value of the object in cents.

Activity 1: One child shows another an activity card, with the picture of the coin facing the child answering the question. That child then says or writes the value of that coin. If he does so correctly he may "buy" the card. The child that obtains the most cards wins the game.

Activity 2: One child shows another an activity card showing the value in cents of the object (opposite side of the activity card). The other child then names the coin (dime, penny, quarter, etc.). When he correctly names the coin he may "buy" the object. The child who obtains the most cards wins the game.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When shown the five U.S. coins the child will supply the correct name and value for each coin.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature _____ Title _____

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 1-3

Content Area Math Skills List No. Using Money

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child how to use U.S. money in a practical situation.

Activities: What will be done, when, how much (time), by whom?

Cut out circles from tagboard to represent U.S. coins. Label them according to their value. Cut out rectangles from green construction paper to simulate dollars.

Give each student \$5.00 in shopping money, using three \$1.00 bills and \$2.00 in change. Put up grocery advertisements around the room. Give each child a shopping list. He must find the cost of each item and pay for it with his money. A second student may be a storekeeper and practice giving change. You may decide to have the child pay for each item individually or to total all items and then pay for the total amount.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will be able to "purchase" ten items using simulated U.S. money, and will use the correct change to do so.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature 323 Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First

Age _____
or

Grade 1-2

Content Area Math Skills List No. 55201 A

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the child to add sums of money correctly.

Activities: What will be done, when, how much (time), by whom?

Draw on the board, or put on ditto sheets, or paste on a poster pictures of items that could be bought in the school cafeteria. Label the pictures with prices (no item should cost more than 25 cents). Have the child divide a paper into four sections. Tell him that he may take three friends to lunch in the cafeteria and that they may spend \$1.00 each on food. The student will then decide what items of food he will buy for himself and each of his friends, copy the names of the foods and their prices, and total the price for himself and for his three friends by adding the cost of the individual items.

This activity could be modified to use items from grocery stores, hardware stores, toy stores, etc. The main goal is to get the student to practice using and adding money as much as possible.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a list of items to buy and their prices, the student will pick four items and find the total price for all four items by adding the individual prices.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____
For Dates _____ to _____
Student Name _____ Age _____
Last First or
Grade 2-4
Content Area Math Skills List No. 55501 B

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To learn to make change of less than \$1.00.

Activities: What will be done, when, how much (time), by whom?

Make twenty or more tagboard cards. On one side draw or paste a picture of some object to be bought. Under each picture write the price of the item (must be less than \$1.00). At the bottom of the card, draw or paste pictures of several coins whose total is more than the price of the item pictured. On the back of the card, write the correct amount of change to be given.

The child is shown a card with the picture of the object to be purchased facing him. He figures out the correct amount of change by subtracting and tells or writes the correct answer.

For beginning instruction, it may be useful to give each student his own supply of play money to be used for counting.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

The student will compute the correct change for ten items valued at less than \$1.00 when given coins of greater value than the items purchased, and do so with 80% accuracy.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First

Age _____
or

Grade 3-6

Content Area Math Skills List No. 58503

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to identify areas or points on a map by using the coordinates.

Activities: What will be done, when, how much (time), by whom?

Make a simple map on a ditto sheet or use a map with not much detail and a large scale. Divide the map into grid sections. On the left side of the map, label the horizontal grid lines with letters in alphabetical order. On the bottom of the map label the vertical grid lines with numbers in sequence. Show the student how to find a particular place on the map by first following the numbered grid lines and then moving up the map to a specified place on one of the horizontal grid lines. Prepare activity cards which tell the student to find sets of coordinates. His job is to find the correct location on the map and to describe it, either orally or on paper.

The student should be familiar with using a graph prior to beginning this activity. Allow the student to work with different types of maps with different scales to develop his ability to use the grid lines more effectively.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a map with grid lines, and instructions to find five sets of coordinates on the map, the student will correctly find the five points on the map and describe them to the teacher.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or

Grade 4-6

Content Area Math Skills List No. 58801

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the student to identify an angle as being "obtuse," "acute," or "right."

Activities: What will be done, when, how much (time), by whom?

Make eighteen flash cards. On six of the cards draw right angles. On six cards draw acute angles, and on six of the cards draw obtuse angles. Shuffle the cards. Show them to the student in rapid succession. Time him and mark his correct responses. Continue until he can name all angles instantly with no errors.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

When shown "right," "acute," or "obtuse" angles, the student will correctly name the type of angle.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____ Age _____
Last First or
Grade 7-10

Content Area Math Skills List No. 60001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the pythagorean relationship of the sides of a right triangle
(hypoteneus² = base² + height²).

Activities: What will be done, when, how much (time), by whom?

To discover the relationship between the sides of a triangle and the hypoteneuse, draw a right triangle using a ruler with a centimeter scale. The triangle may be of any dimensions, as long as each side is measured exactly to the centimeter. The student measures the sides of the triangle with a centimeter ruler, and then, using centimeter graph paper, constructs three squares with sides equal to the sides of the triangle. By finding the area of the two smaller squares and the area of the larger square, the student will discover that the combined area of the two smaller squares is equal to the area of the large square. This formula may be written $\text{base}^2 + \text{height}^2 = \text{hypoteneuse}^2$.

The student should practice with right triangles of different sizes to assure that this rule is applicable to all right triangles.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a right triangle, the student will explain the relationship between the base and height, and the hypoteneuse of the triangle. using a ruler and graph paper to demonstrate his understanding.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title

Individual Student Short Term Plan/Record
Oregon Migrant Education Program - Title I-M - ESEA

Form OF 8

School: _____ District: _____ Area _____

For Dates _____ to _____

Student Name _____
Last First Age or Grade 1-3

Content Area Math Skills List No. 63001

Objective: What are we trying to accomplish for this student in this content area, in this short period of time?

To teach the concept of subsets, and to teach the name "subset."

Activities: What will be done, when, how much (time), by whom?

It is best to introduce the child to the idea of subsets by starting from an obvious, concrete set such as the children in a classroom. Begin by having the child find students who share similar characteristics (sex, color of eyes, type of shoes, skin color, length of hair, etc.) and placing them into groups. The student will soon discover that all of the children in the class fit into more than one subgroup. If the student is familiar with the word "set" and its meaning, he will have no trouble understanding the meaning of "subset" when he hears it. The teacher supplies the name subset to explain the many different groups that fit within the large group of children in the classroom.

A table or graph may be constructed to demonstrate the different subsets within the universal set of the classroom students. Label the table as "Subsets of the Classroom Students." Allow several columns to itemize the number of students in each subset, and label each column according to the descriptors of that particular subset (eyes, sex, etc.). At the bottom of each column total the number of students that fit in that particular subset.

Further practice with subsets may be gained by trying to find subsets of other obvious sets such as animals, birds, airplanes, dogs, plants, books, etc.

Criterion: What specific evidence will we accept to indicate that the objective was attained?

Given a set of objects with varying characteristics, the student will divide the set into subsets according to identifiable characteristics, and name these groups subsets.

Total Days Participation _____ out of a possible _____

Criterion Attained: Yes _____ No _____ Date _____

Teacher: _____
Signature Title